

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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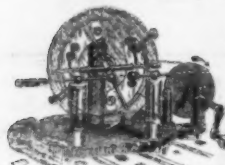
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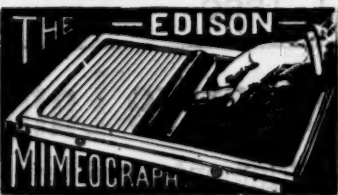
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New York, January 11, 1890.

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The SCHOOL JOURNAL is sent regularly to its  
subscribers until a definite order to discontinue  
is received, and all arrears are paid in full.

PROBABLY over four thousand new teachers,  
enter upon teaching each year in the state of  
New York. These persons will experiment a good  
deal, follow routine a good deal, and when some-  
thing more lucrative turns up, give place in turn to  
other raw recruits. This is what we laud as our  
excellent "educational system"! The fact is that  
the education of a vast number of children is in the  
hands of well-meaning, perhaps, but incapable per-  
sons. This is the legacy the past has left us, and  
the worst thing is that it is accepted with hardly a  
protest.

If the money were the only thing that was wasted  
we might feel little comparative regret, for money  
can be got again, but the precious youth of the chil-  
dren will never return. The teacher's place is too  
much considered as an office in the gift of a politi-  
cal party. It goes to the young man or the young  
woman who is at a loss yet to determine his or her  
place in life.

This is a subject that has attracted the attention  
of the best thinkers in past years, and it is the great  
subject to-day in education. Who can solve the  
problem? Who can convince the great public, the  
parents, the school-officers, that a trained teacher  
one day in the week in the school-room, is better  
than an unqualified teacher for six days? The deci-  
sion is not confined to ignorant trustees in the back-  
woods, who hire teachers at \$10 per month. It is

practiced by boards of education in the cities.  
That anyone having a knowledge of reading can  
teach reading, seems to be as firmly believed as  
though it were an axiom. Even principals of nor-  
mal schools exist who believe it.

The people should know there is a distinction be-  
tween possessing knowledge as a teacher and the  
art of using it, but it may be added, that the people  
would be willing to pay a high rate for real, *bona  
fide* teaching if they knew how much better this is  
than what they really get.

SECRETARY MELVIL DEWEY, of the Board of  
Regents, New York, has proposed a plan of  
university extension for the purpose of giving  
encouragement to young men and women who can-  
not attend our higher schools. He cites the fact  
that Cambridge has in the last decade carried on  
more than 600 organized extension courses, reach-  
ing 60,000 people. He would inaugurate such a  
movement here. Chautauqua has done much in  
this direction for a number of years past, and  
intends to do much more in the future. Our state  
reading circles have wonderfully stimulated think-  
ing through reading, and the Board of Regents can  
continue this work in New York in a more organ-  
ized and authoritative manner. There are objections  
to the granting of degrees to non-resident students,  
but there can be no objection to the work of encour-  
aging thought and effort towards improvement. The  
Board of Regents are entering a field capable of  
great fruitfulness, which we shall watch with much  
interest.

AS the century draws to its close, we naturally  
look over the past and forecast the future;  
1900 will be a mountain top from which a magnifi-  
cent view can be got, and it is a question whether  
the most attractive sight will be towards 1800 or  
towards 2000. We guess as to things to come, we  
know as to things past. Our means of recording  
facts are good, so it is easy to get a clear view of  
the road we have gone over. It is not so easy to  
see the way to come, yet we can see some things  
clearly. It is certain that the last decade of this  
century will intensify the forces of the other  
decades. What are these? Principally, an intense  
material activity. Thought moves along practical  
lines. Railroads are building, bridges made over  
what was thought to be impassable rivers, moun-  
tains are tunneled, and broad plains crossed with  
the locomotive. Thought centers on the doing of  
something. A young man asks, "What can I do?"  
and he looks around with a great deal of anxiety  
until he finds out his life work. And this is certain  
to be in some active employment among busy men.  
No young man designs his life in cloistered halls or  
solitary study. Great libraries are filled with  
patent reports, facts of history, records of work, in  
a hundred departments. Who cares about *nomin-  
alism* or *ethical theories*? The things that pan out  
are the things that win. What can I get out of this  
that will pay? is the question. Old things are less  
and less valued; new things, more and more wor-  
shipped. Every person is after the news. The  
papers are crowded with information of things that  
took place yesterday. Older news than that is  
stale. The other day we met a friend and said,  
"Have you heard the news?" "What news?"  
We told him. We shall never forget the disgust of  
his manner when he answered, "O, I read that day  
before yesterday. That's old." Last week's papers  
are of no value. It is difficult to get morning  
papers in this city after twelve o'clock of the day of  
publication. Six hours—and they are of the past—  
old and worn out. It is difficult to make an inven-  
tion sell very largely five years after it is put on  
the market. Things get old with wonderful rapid-  
ity. Antiquated things are curiosities—the old

spits, spinning wheels, looms, wagons, stoves,  
cranes, and books. People go on some spare even-  
ing to see these things, and then go home thankful  
that they don't have to use them. The average  
man of to day thinks that he is smarter than the  
whole race of his ancestors put together. They  
were good enough, but so slow. What are we com-  
ing to? A general smash up? Will our forty miles  
an hour increase to a hundred? Are we limited?  
What is that limit? These are pertinent questions  
which we commend to the few among our readers  
who find time to do a little quiet, sober thinking.  
What is the outlook for the twentieth century?

THE relation of women to a school system in  
different countries is an interesting subject.  
In Germany, for example, a former convention said  
that a girl must receive a good education so that  
her husband may be benefited. It was not thought  
fit that a German man should be troubled at home  
with the ignorance of his wife. But more recently  
German women have demanded that they should  
be educated for their own benefit, and not for the  
benefit of the men. They have said that a woman,  
as a woman, is as good as a man as a man, and in  
their education no reference should be made to  
becoming the satellite of a man. They want more  
to do in the education of children than they now  
have, especially in the teaching of girls. The result  
is that in Germany, women are to be given a larger  
share in the education of girls than formerly. An  
advanced course has been established for instruc-  
tion in physics, political economy, and mathemat-  
ics. We do not believe in the expression, "The  
emancipation of women," for it implies that they  
are slaves. They are not. But we do believe in  
giving all beings, animals included, all the rights  
nature intended they should have. Woman's  
work includes all she can do well. This is all man's  
work includes. Some things woman always has  
done, and always will do, better than man, and  
there are some things man can do better than  
woman. It is pretty certain that no woman need  
be oppressed in this era. She has the power in her  
own hands, and if she knows how to use it, she will  
be certain to get all she wants.

WHATEVER stops, the schools must not. This  
is the spirit of the two recent messages of  
the mayors of New York and Brooklyn. Mayor  
Grant, of New York, urges the building of enough  
school-houses to supply the needs of the people.  
During the past year bonds have been issued for  
the erection of new school buildings amounting to  
\$1,217,532.55. The mayor believes that this great  
burden will be cheerfully borne by the tax-payers  
in view of the purpose for which it was incurred.  
He believes that liberal expenditure for educational  
purposes is the highest form of enlightened  
economy. The mayor of Brooklyn is, if possible,  
more pronounced than the mayor of New York in  
reference to the work of teaching. This work  
"merits and receives not merely the attention, but  
the commendation and gratitude of all who are  
interested in the welfare of the community." In  
Brooklyn new buildings now keep pace with the  
increasing population. This was not true a few  
years ago. The supply of money for this purpose is  
now ample. It is probably a fact that no American  
city has ever completed and projected an equal  
amount of school accommodation in a like period.

These two cities, virtually one, are in all respects,  
in an important sense, typical examples of our  
Western civilization. Although there are many  
things in the educational arrangement which we  
would change, yet taken as a whole, there is no  
place on our continent where the American public  
school can be studied to better advantage than here.



## NEW YORK STATE SCHOOLS.

If our Revolutionary fathers had been told that the state of New York in the year 1889 would expend \$16,000,000 for her schools, they would have contradicted the prophecy as an impossibility. Yet this astonishing prediction has become a reality. In his last report Superintendent Draper has given a full review of both the excellences and defects of our state system. Among the excellences are the general character of our organizations, town, city, and county, with their body of officers and teachers. These agencies are constantly at work, and have produced beneficial results. But the machinery has not moved without some friction, and it has become apparent that important modifications are needed. Last year the supervision of the teachers' training classes in academies and union free schools was transferred from the care of the regents to the state superintendent. This change was made in order to bring the work of training teachers in all of its departments into harmonious co-operation. This will not interfere with the proper work of the normal schools. In reference to this Supt. Draper is decided that the aim of "the costly normal school should be reserved for professional work of high grade, rather than indefinitely increasing their number for the ostensible purpose of performing low grade work, which can be done as well with less friction and more economically in the ordinary schools." This is sound doctrine, and the sooner it is acted upon the better it will be for our system. The time has come when no more elementary normal schools should be established. We have too many already. Let the work of these costly institutions be made far more professional than it has been, and let it be made as certain as possible that those who graduate from them will give to schools of the state a return for the instruction they have received. These great normal schools were never intended to be academies to fit young men for business or college, or young women for society or the family.

Our institutes need attention. The time has come when instruction in them should be more according to inductive laws, and less after deductive methods. The "pouring in" processes of instruction have had their day. Our professional teachers, and we have many in New York, are calling for more food suited to their instruction. Why should not the institute be the means through which their needs may be supplied, at least in part.

Supt. Draper is very pronounced in reference to compulsory education. No one pretends that all persons charged with the care of children, will voluntarily send them to school. He says that "it is worse than useless to admit the principle that the state should require children to be sent to school, and then pretend to enforce it, without doing so." This is logic which the average tax-payer will understand. Judge Draper hits the nail on the head when he says that our schools are not established to teach reading, writing, and arithmetic as an end, but virtue, obedience, self-respect, and patriotism. It is a good omen that our people are more and more realizing this fact, and acting upon it, and our superintendent does well to emphasize it. In respect to average attendance our schools have failed, since the percentage of attendance in 1889 was only .578; smaller than in any preceding year. This fact is alarming, and calls for immediate action from the legislature. It is a good thing that the old habit of lauding our public school system has ceased. Intelligent people are acknowledging its defects. The work of reform once commenced will not stop until our system of public instruction is put upon a basis that will be in accord with the most enlightened public sentiment. This is certain to be done. Reforms never move backward. We are glad we have at this time so radical a thinker, and yet so conservative a man as our present state superintendent of public instruction. He is doing a work which this paper sustains.

THE SCHOOL JOURNAL for 1890 will contain several marked features that every live teacher or superintendent will do well to note carefully. Articles on the Principles and Practice of Education will appear every week. The editors, Amos M. Kellogg and Jerome Allen, are men of long educational experience, and their views on educational topics of current interest will appear in the first two pages every week. Under Methods the subjects taken up will be successively, Language, Objects and Things, Botany, Mineralogy, Zoology, Physiology, Hygiene, Manners, History; and under Ethics and Doing, Practical Manual Training, Drawing, Construction, Apparatus Making, etc. Other departments will cover Correspondence, Queries, Educational Topics, Questions and Answers, and Educa-

tional Notes. The JOURNAL is published weekly at \$2.50 per year.

## SECTARIAN RELIGION IN THE PUBLIC SCHOOL.

Florida newspapers give an account of an address made by a Presbyterian clergyman who made quite a fierce attack upon the public school system. He thought that his denomination, of course, should see that religion be taught in a very strict and earnest way, in the schools. Now all this seems very plausible, but there are two things to be said.

The first is that the way is still open for all Presbyterians who wish to carry on Presbyterian schools, to do so; all they have to do is to raise the money and carry on the schools; there is no law against it, no public opinion against it. On the contrary, the public is in favor of such schools. Instead of denouncing those who are carrying on schools, why not take part of this business out of their hands by erecting such buildings as are necessary, and securing teachers? This would seem to be the proper plan.

But, secondly, suppose that this plan should be carried out; suppose that the government should give Presbyterians a million of dollars to open schools. Then the Methodists would want a million or two, and so on all around, and we should have in every town twice as many schools as would be needed. This plan was in operation once in most towns in the North; each sect had its own school, but it did not seem to work. The truth is a man may be a very good Presbyterian and a very poor teacher; he may be able to teach Presbyterianism well, but mathematics, or language, or geography most horribly.

Then, in the third place, there is this difficulty—that after these various denominations had their schools in operation, there would be a large number of people who would not want to be made into Presbyterians, Catholics, or Episcopalians. Who will educate these? Shall there be schools for all sects and then one for no sect? Take it in this city, for example. The Catholics are spending a good deal of money for parochial schools; if all other denominations would do the same thing there would still be a large number of children uneducated, because they did not choose to be made into Catholics or into any sect whatever.

It is too late in the day, in this country, for any one to preach the need of sectarian schools. Religion is certainly necessary, but we firmly hold that it is not so important as knowledge. In other words, ignorance is the great foe of mankind. There is a small part of the world really, that is lifted out of barbarism; that is, out of ignorance. What people want is the light of knowledge upon them. We read in the papers of persons, even in this country, who are led by superstition, that is, who are ignorant, who are believers in all sorts of nonsense, and spend their money and time on nonsense, because they are ignorant. Now religion is important; we feel it deeply, but we have a tremendous religious force in operation. The whole sense of the community is religious. In proportion to the number who attend church in this city, the amount spent on churches, which are to be occupied but three hours on Sunday, is really tremendous. We have not that amount, in proportion, spent upon schools. We need more spent upon schools.

We wish this clergyman who preached so eloquently upon the importance of establishing Presbyterian schools in Florida, would give his attention to some of these points. He knows he has not the slightest idea that he will succeed, but preach in this strain he will; it looks well. We advise him to let the state attempt to remove the load of ignorance, and then let him make Presbyterians of them after they are enlightened, and while they are being enlightened.

THE election of Prof. Fox Holden as principal of the normal school at Plattsburgh, N. Y., places a very competent man at the head of that school. He is a man of fine scholarly attainments, that is quite plain; but he is more than a scholar. If he were not, the principalship of a normal school would be no place for him. The special reasons for his selection lay in his ability as an educator—one who understands education theoretically and practically. It is plain that the normal schools of this state, to start with, will be required to meet increased requirements. There is a demand for educators—there is a growing feeling that the schools can do more than they have done if the teacher only knows how. We believe that the academic work now done by the normal schools will be done in county training schools. This may not be reached at once, but it is sure to come.

Prof. Holden is a man who has the ability, we believe, to adapt the new school to the new demands of the age. Besides possessing a broad scholarship, he takes broad views of education, a most important thing in these days.

## ANOTHER INDUSTRIAL SCHOOL.

Technical and industrial schools are multiplying, the latest being established at Springfield, Mass., on a Christian basis, for missionary purposes. The idea of making missionary work more manual and less didactic is not new. The first missionaries felt the need of teaching the heathen the art of living well, as well as of dying well. We are learning that the life that is, is on our hands, and that if this is taken good care of, the life that is to come will not be neglected. This Christian school at Springfield comprises scientific, trade, kindergarten, and domestic departments. We are not told where the catechism or the creeds come in, but we suppose that they will fall in line all the time. This we should naturally suppose. No church is so good for children as the kindergarten church. Froebel illustrated the spirit of Christ in his work more than any teacher who ever lived, except Pestalozzi. In all work, like must influence like. Children must touch children; young people, young people; and the old, the old. It is this law of association that gives the kindergarten its power, and the reason why it has done so much is because children can be trained to influence others far more readily than older people. In other words, the force of association is stronger when we are young than when we are old. Following out this principle, this Springfield school will give mechanics who will go abroad and illustrate by actual work the value of the various arts and sciences produced by our Christian civilization. It will give young men and young women thorough drill in type-writing, telegraphy, stenography, book-keeping, clay-modeling, free hand drawing, decorative art; in the heavier trades-work, like carpentry, stone masonry, blacksmithing, printing, bookbinding. These skilled workers will illustrate the value of a Christianity by doing, and not simply by being. It will exemplify good in action, and not in possession, and will enforce the words of Christ, "Go." Action in doing has been the watchword of all good men and women. Hospitals, asylums, retreats and reformatories are agencies that have uplifted the race. We are glad Christian workers are catching the inspiration of the new education. It is an omen for good. We are approaching an era of less preaching and more practicing—less telling what, and more of the showing how. This is good.

MR. IRVINE MILLER, secretary of the Sioux commission, says that from 80 to 70 per cent. of Indian youth, who are educated at Carlisle and Hampton, die within four years after they return home. He also says that these young men and women, when they do return, despise their kinsmen, lose their natural gratitude, and affection due their parents whom they find living in ignorance, squalor, and wretchedness, and so fail to do them good. He urges that the education they receive makes a gap which cannot be bridged, and on these accounts he says that schools should be opened on all the reservations, by the government, where the arts of right living can be taught, and by means of which the whole people can be somewhat brought up out of their degradation, into the light of civilization. The work of elevating any race must of necessity be slow. Heredity is strong. Race customs are difficult to remove, and what we call culture is a hard thing to impart. When we put clean clothes on an Indian, and teach him to cook his food properly, and eat and sleep, and live in decency, we have done a great thing. But one thing is essential, that is, reconstruction of his modes of thought and ideals. What sort of a man does the average educated Indian boy want to be? He inherits laziness, brutality, selfishness, and heathenism. Naturally his mental grasp is slight, and his thought horizon limited. A knowledge of arithmetic, grammar, and science will help, but the force that is to uplift, and enlarge his nature is deeper than the three R's, and it must be exerted upon him with his tribe, and in the place where the tribe lives.

At this season we receive very many letters containing remittances to meet subscription accounts. We ask every subscriber to respond promptly, and thus save us the hard labor of letter writing. Reader, look to the label and see if you are paid up; if not, please attend to it at once.



## ON THE TEACHING OF HONOR.

Honor is a word much misused. Among a certain class it means false bravery, or an over-sensitiveness to insult; but by those who understand it best, it means true courage and prudence. A man of honor is the highest type of humanity. He should always be pictured to children as the ideal, which they should try to reach. He should be held before them as the very highest embodiment of kindness, politeness, fearlessness, loveliness, courage, and generosity. He should be pictured as the very best possible type of humanity.

How shall this beautiful combination be taught? First, by stories. These may come from history, personal experience, and every-day occurrences. During the past few years several instances of the highest types of honor have been recorded, and what might seem to be strange, these have come from the common walks of life, from railroad engineers, sailors, firemen, common day laborers, etc. These instances show that honor consists in guarding the lives and property of others, even to the great danger of losing all of one's own property, health, and even life. The honorable man feels that the interests committed to him *must* be guarded, whatever it may cost. In money matters it means the protecting of property at all events. In confidential communications, it means that a secret *must not* be revealed; that when a promise has been made it must be kept, no matter how much self-sacrifice it may require. Stories of honorable action always are of great interest to children, especially when they are of recent occurrence. The last war gave us many instances.

Second, honor may be taught by example. This is the best way. Confidential communications should be kept sacred. Little children often tell the teacher secrets; very unimportant, and often meaningless, but secrets, nevertheless. Let them be kept sacred! Tell a child something, and say, "Now tell no one." Let her keep it. It will be a good lesson. Exact truthfulness teaches honor. Little falsehoods destroy it. There are a hundred ways in which honor can be taught by example, and as many by which it can be destroyed. False honor should be overcome by showing that it is false. When a child has done a wrong thing, false honor demands that it should not be told; true honor requires that the guilty should be brought to justice. It is dishonorable to conceal a dishonorable act, in school or out of it, and a school should learn this fact as thoroughly as possible. A false code of honor should be destroyed, and a persistent and constant example is certain to do this work.

## A FEW HINTS TO MIND STUDENTS.

During the past few weeks we have noticed a little boy of twelve, while reading, for the first time, "Pilgrim's Progress." Somehow he was deeply interested in it; we presume because he had a very intelligent grandmother, who has read it with him in a very pleasant way, explaining the points that needed explanation. So the other day he was asked the question, "Which would you rather do, go to a certain place of amusement, or read 'Pilgrim's Progress' with grandmother?" and he answered instantly, "Read 'Pilgrim's Progress.'" Now this was a case where interest governed, not only attention, but every other faculty of the mind, for this boy understands what he is reading; he knows that it is a representation of the truth, and he is learning to apply the allegory to actual life. So this work is a wonderful culture to his imagination, as well as his moral nature, leading him to appreciate cause and effect in moral actions, and to know what right and what wrong is. Unconsciously to himself, he is a philosopher, and is getting, in the reading of this book, some of the very best lessons he will ever get during all of his after life. But notice that it all centers around interest. This is all-important. Now here is a psychological study. It is not deep, measured by Sir William Hamilton's logic: it does not contain mathematical reasoning, but it does contain that which is the center of all mind study, viz., introspection and extrospection, noticing cause, noticing effects, seeing the beginning of forces and also seeing their results. Nothing is more purely psychological than this.

Take another illustration. Study child play. Notice the following points, and write them in your note-book:

1. What your children play.
2. What causes them to leave their plays.
3. What is the reason disputes arise in their plays?
4. Why are societies formed among children, so that in a school or a community certain children will be always found together, and certain other children found

together. In a school of a hundred there are usually eight or ten distinct societies, each having its own informal signs, bonds of union, unwritten laws, and leaders?

Now here is a great subject, one that is occupying the minds of the most profound thinkers, viz., the elementary principles of government as found among child-societies. More can be learned concerning this subject by carefully watching children one year, than by reading all the books that have ever been written on this subject. It will be noticed that, unconsciously, school children do form the same laws as the early inhabitants of the world formed, and that the growth of law in the history of the human race, is the same as the growth of law among children in any ordinary public school. We are safe in saying that if any teacher should give attention to this subject for five years, and write a book upon it, giving his observations, and drawing his conclusions, and showing the parallelisms between child-societies, and the history of the growth of law, he would make himself known the world over. This is a branch of psychological study.

We have shown in these few words what the psychological spirit is, and if any teacher has appreciated our argument, he has appreciated that which is going to make psychology the science of sciences—the one science that is in the future to govern all school methods, from the conclusions of which there can be no appeal.

## THE WINTER MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

This department of the National Association will meet February 18, 19, and 20, at 10 A. M., in the College for the Training of Teachers, 9 University place, New York City. The following program has been prepared by the president, Judge Draper.

## ON TUESDAY.

"School Statistics as the Basis of Legislative or Official action. What should be collected, and how?" by Hon. Harvey M. LaFollette, state superintendent of Indiana; "State School Systems. What is the best plan of Organization?" by Hon. J. W. Patterson, state superintendent of New Hampshire; "The American Educational Exhibit at the International Exposition." General discussion in the evening.

## ON WEDNESDAY.

"City School Systems. What is the best plan of Organization?" by William H. Maxwell, superintendent of schools, city of Brooklyn; Separate meetings by state superintendents, city superintendents, county superintendents, etc., or committee meetings; "Popular Criticisms and Suggestions concerning the Work of the Schools. How far should their influence extend?" by Merrill E. Gates, president of Rutgers College; Reception by board of trustees, College for Training of Teachers.

## ON THURSDAY.

"The General Government and Public Education throughout the Country," by Hon. William T. Harris, United States commissioner of education; "The Education of the Negro in the South," by J. A. B. Lovett, editor of *Teacher at Work*, Huntsville, Ala.; "The Relation of the Colleges and Secondary Schools. How can it be strengthened?" by Charles W. Eliot, president of Harvard College.

THE reports of the state associations begin to show that the "new ideas" are making remarkable progress. The over-use of the text-book—the need of studying science by handling the objects; that the pupils make the experiments; that they construct the apparatus, that formal grammar be put into the high school course, are among the themes. All this shows that the educational world is moving. In one association the lecturer boldly stated his opinion that the reason the teacher used a text-book in science was that he did not understand what he was trying to teach!—This is a terrible charge! Can it be true?—The *JOURNAL* has urged the teachers to come up higher for twenty years, and it now looks as if the arguments had begun to take effect. Certain it is that a great educational revival is at hand. *Teachers must be educators.*



A NEW SCHOOL BUILDING.

WORTHINGTON, MINN.

The new school building recently completed at Worthington, in the south-western part of Minnesota, is an attractive structure. It is claimed to be the finest in the state. It has a most attractive exterior, but its interior is elegantly finished and is very convenient. It is a fitting testimonial of the enterprise and devotion of the western people to the cause of education. There are two arched entrances, well proportioned to the size of the structure. The basement walls are of Mankato stone, with buff stone trimmings. The walls of the super-structure are of Menominee red brick, their trimmings being of stone elegantly carved. The arches at all entrances are trimmed with buff stone voussoirs and keys. On the first floor are six school rooms, all well lighted, having ample cloak rooms with doors opening into main halls and school room. Two easy and convenient stairways, with landings midway, lead to the second floor. On this floor are three school rooms, a chapel, two recitation rooms, physical and chemical laboratories, office, reception rooms, and library. The attic story is to be used for gymnasium and society room purposes. The building is heated and ventilated by the celebrated Ruttan system, in connection with which is the Smead dry closet system. Fine blackboards, school furniture, practical and new apparatus, electric bells, and other conveniences, give to both teachers and pupils ample opportunity for doing school work worthy of their surroundings. We congratulate the teachers of Worthington because they have a fitting place to do their noble work in. May the work they do be as proportioned to ideal teaching as this building is to our conception of architectural perfection.

## THE TEACHER'S "KIT."

By WM. M. GIFFIN, Cook County Normal School.

Oftentimes when doing institute work we are asked such questions as follows: "Yes, but how shall we apply your methods in country schools? We see that much better work can be done, and have no doubt that it is done in city graded schools. Where we teach, however, the trustees have all they can do to pay us our salaries, let alone buying us the meas uresin dry, liquid, and linear measure, the weights and scales, the cubic inch, foot, and yard, etc."

In answer to such questions we ask the following: "Who furnishes your dentist with his forceps?" "Your lawyer with his blanks, pen, ink, and paper?" "Your minister with his marriage certificates and reference books?" "Your carpenter with his saw, hammer, and plane, though you pay him but 50 cents per day for his work?" And did you ever see a poor, old, tramping cobbler without his "kit"? Let each man equip himself for his trade or profession, say we. The poorest kind of a carpenter must pay for his tools more than you, as a teacher, are required to pay. And better still, your money once invested is good for a life time, while the poor carpenter's saw, hammer, and plane will wear out and must be replaced. Five dollars will buy enough to make a teacher's life a thousand times happier, and his work five thousand times better. Buy your own time-savers, then, fellow teacher, and make yourself so popular that your trustees cannot afford to let you go for a paltry \$100 or \$200 a year.



## THE TEACHER'S EQUIPMENT.

The teacher who sees clearly that the child must be ministered to on all sides of his being, will come to the conclusion that he must possess knowledge relating to *Things, People, Self, Ethics, Language, Numbers, and Earth*, and be able also to employ the child's activities or *Doing* powers. The teacher should then possess a library with a shelf for each of these subjects.

On one will be found works on chemistry and physics.

On another will be found various histories—some of them very interesting ones.

On another will be found interesting treatises on physiology and hygiene. The "Man Wonderful" manikin will be here.

On another several books (we are sorry the number is so few) on teaching morals.

On another, works relating to teaching the mother-tongue will be found. Here is a large class to choose from. Many readers have excellent ideas in them.

On another, works on number will be found; and "Colburn's First Lessons" ought to be among them, by all means.

Geographies, geologies, botanies, and zoologies will be together.

Manual training and works on the kindergarten occupations will be together.

And then there should be a shelf for works on methods of teaching; here should be Parker's Talks, The Quincy Methods, Fitch's Lectures, etc. We only indicate a few great names.

Now it may be thought that the average teacher cannot possess all these. We say that he *can*, and he *MUST* if he is to be a teacher worthy of the name. And further, if he is to be an advancing teacher, if he is to go on from one degree of excellence to another, he should not delay the *beginning* of his equipment.

## TEACHERS' CERTIFICATES ON UNIFORM BASIS FOR DIFFERENT STATES.

By J. M. WILTSIE.

There is nothing of much more consequence to the general educational interests of the country, than that there should be a better understanding between the different state authorities. More than a year ago Supt. Draper, of this state, undertook to do a little something in that direction, but without very encouraging results. A movement was commenced in the summer of 1888 looking to the recognition of state certificates and normal school diplomas in other states than the one where issued. After some considerable exertion Mr. Draper was able to procure, at the hands of the legislature of 1888, an amendment to the law authorizing the state superintendent to endorse state certificates and diplomas, issued in other states, so as to make them valid in our state. Soon after procuring this authority he addressed a circular to all state superintendents upon the subject, making inquiry as to the amount of work represented by their normal school diplomas, and also as to the character of the examinations upon which state certificates were issued, that he might be able to act understandingly when such diplomas or certificates were presented to him for indorsement. He also inquired whether other state superintendents had the authority to recognize our diplomas and state certificates, and urged that if they did not have such authority, they should take measures to procure it. It is a fact that the responses to this circular were very few. Not more than ten state superintendents paid any attention to the matter, and in but two or three cases did it appear that there was any power on the part of other state educational officers to give recognition to our certificates to teach. Little or nothing came of the movement, for he did not feel justified in urging it against the manifest disinclination of others to co-operate. Since that time he has indorsed 31 normal school diplomas and 7 state certificates issued by other states, so as to make them valid in our own state, and will continue to do this in proper cases. It is a hardship, however, when our own graduates and holders of certificates, after taking a more thorough course, or passing a more severe examination than is exacted anywhere else in the country, are unable to secure the same recognition and accommodation which we hold out to the residents of other states coming here to teach.

There is no practical or very serious difficulty about establishing standards which would give recognized value to all teachers' certificates, no matter where issued. If the leading school authorities in the different states

would cease abusing the "politicians," and begin to put them to good use in securing needed legislation, if they would have the courage to demand the authority essential to the proper administration and supervision of the general educational interests of entire states, and then if they would consult and co-operate together, there would be very little difficulty about the matter. Of course, some troubles would be found in the way, but they would not be insurmountable, and in a few years time would work out most beneficent results.

## THE STUDY OF ENGLISH.

We have, on several occasions, indicated what seems to us to be rational teaching of English, but in response to several requests, we will go over the ground briefly again. The best way is indicated by a paragraph that has been going the rounds of the press:

"In Greece, Homer was studied in every school. In Italy, professorships were founded for the study of Dante. In the schools of Germany the names of Goethe and Schiller are talismanic. In our own schools Shakespeare, Milton, Addison, Longfellow, and Emerson are forced ignominiously to beg at the door of the school-room for admittance, and be dismissed with a mere pittance of respect."

There is much truth here. If we wish to make our children good English writers and speakers, they must become familiar with the best English authors. Long before our pupils are able to analyze and etymologically explain beautiful extracts, they should become familiar with them. There is a spirit in literature that can be absorbed and made to reappear in composition, in a way not easy to explain. Familiarity with a good piece, becomes not only an unconscious, but a very effective tuition, to reappear in many original compositions. Children should know intimately several masterpieces. In this way they will appreciate good English in a way that could not be done by parsing or analyzing. These selections will become centers around which thoughts will crystallize and words become expressive. There is nothing like familiarity with the best English to make the best English scholars. When a style is obtained and fixed, and considerable maturity of thought obtained, then philological and critical study of language can begin with profit. But until this stage of thought is reached it will be impossible to get any profit out of rules like the following:

A cognate equivalent, or elliptical accusative, may be used with a passive verb.

The cognate or equivalent noun is often omitted and a neuter adjective used, limiting the cognate notion understood.

An adjective limiting a complementary infinitive agrees with the subject. The complementary infinitive is an accusative of direct object or limitation.

The infinitive passive of an intransitive verb is used as a complement of an impersonal expression.

The complement of a concessive sentence is an adversative proposition.

The adverbial is often used for the adjectival relative. Dependent causal propositions are introduced by the causal conjunctions.

Principal propositions in the oratio recta become infinitive propositions in the oratio obliqua.

The English in schools should not be doled out by samples; in other words, a full meal and not scraps should be given. Quotations, beautiful in their native surroundings, became lusterless when detached. Robinson Crusoe should be enjoyed as a whole; so also the Swiss Family Robinson, and the Arabian Nights, Hawthorne's short tales, and Longfellow's poems can be appreciated by boys and girls as wholes. Children are very soon able to take in a whole story of some length. Try the reading of one and watch the result. It is becoming apparent that our readers have contained too much hash compounded for the purpose of teaching words, and designed too little to teach continuity of thought and interest. We are passing out of this stage into one far more literary, and so, sensible. The coming readers will contain literary masterpieces. The maker of school literature, according to rule—so many new words in each new lesson—is giving up his business, and the literary critic is having more to do in the preparation of reading books. This is a good omen. Our readers, of the last generation in many respects were good. Porter's "Rhetorical Reader" had many excellent qualities, so good that we doubt whether in some respects we have made a better one.

Too much stress can not be put upon the teaching of the use of good English, by means of the creation of a literary spirit. With our heterogeneous population we need to put forth every effort to keep the purity of our language. It can be done if our teachers introduce the pupils to the best English authors and teach them to become familiar with them.

## WHAT THE STATE SHOULD DO FOR THE EDUCATION OF TEACHERS.

First, it should show all teachers in each county at least one ideal school in actual operation. This should be a continual object lesson. The building in which this school is held should be a model one. Thousands of teachers, and tens of thousands of parents live and die without knowing what a good school is. These schools might or might not be connected with the state normal schools. In some respects it would be well for them to be detached from them, and have a distinctive and independent existence as state model schools.

Second, a state should afford to all opportunities for getting a thorough academic education. In all our more sparsely settled counties there should be at least one good academical department for the benefit of the entire county, which all persons who could pass the required entrance examination could attend without the payment of tuition. There should be no tax on learning. Intelligence is the safeguard of the state, and the more it can be disseminated the better off the state will be. No young man or woman should be deprived of the means of getting a good education.

Third, every county in each state should have a teachers' training class permanently established, which all prospective teachers should be compelled to attend. This would take the place of the teachers' institute, and, in smaller counties, could be held three months each year. Teachers in these classes could find work the year round by arranging three schools, in three contiguous counties, at separate times the same year. This class would, necessarily, be composed of those who had not taught. Each county ought to receive as much from the state as it could raise among its tax-payers.

Fourth, all states should provide professional schools for all advanced teachers. These would be for those who expect to make teaching a life work. Such state professional schools would in no sense be academical institutions, studying the facts of the advanced branches, but would be purely technical and practical. Academical institutions should be relied upon to teach academical studies, and not touch the work of the true normal school.

Fifth, each state should institute an inquiry as to the professional qualifications of those who wish to teach. These tests should be different from the scholastic examinations, and should include the history of education, methods, educational psychology, miscellaneous subjects, classed under the general head of civics, and practical school work, in the presence of the committee. A state should not license a teacher on the basis of his knowledge of the facts of the branches of a good education, but should demand more, and this should be considered the most important part of his fitness.

This is an exceedingly brief outline of a great work. It is evident that the states have not really commenced the work of professional education, and have been going upon the idea that what a teacher knows he can teach. This falsity is pretty well exploded, and some of our states are getting into the educational work with a good degree of vigor. We shall refer to this subject again.

## THE YEAR 1889.

1. What new states were admitted?
2. What territory was opened for settlement?
3. Where was gold discovered?
4. What valley was devastated by flood?
5. What was the dispute regarding Behring sea?
6. What is the Weldon extradition law?
7. What new cabinet office was created?
8. What island had a revolution, and how did it result?
9. What emperor was deposed, and why?
10. Give the main facts in the dispute between England and Portugal?
11. What two kings abdicated?
12. What country lost its king and crowned another?
13. Over what country did Italy secure a protectorate?
14. What African king was made an emperor?
15. What led to Boulanger's banishment?
16. How was the Samoa dispute settled?
17. Where were ancient cities discovered?
18. What congress of nations was held?
19. How did Stanley's expedition result?
20. What American centennial was celebrated?
21. What event did the French exposition commemorate?
22. What famous poet died?
23. What noted novelist passed away?
24. What college president?
25. In what countries was confederation discussed?



## THE SCHOOL ROOM.

The subjects for this week are EARTH and NUMBERS; the subject of DOING (Drawing) is presented by Prof. Thompson. This has been laid over since December 28.

### TEACHING PERCENTAGE.

In a preceding article it was shown there are five operations upon numbers. There are a number of forms of thought in which numbers are employed. Some of the most usual of these are:

- From whole to part.
- From part to whole.
- From one to many.
- From many to one.

These may be combinations of the two general forms. Thus we go from whole to part and from part to several parts. We may go from part to whole, and then from whole to many, etc.

It is supposed that the pupil is well grounded in these forms of thought before he undertakes percentage. Not because it is difficult at all, but to proceed in any direction with numbers there must be, first of all, clearness of thought, and a knowledge of what is needed to be done, even though it may not be done. Thus a pupil ought to know that writing numbers is necessary, although he may not be able to unite numbers; in other words, he needs mental training more than figure training and to be able to direct figure work.

By percentage, we mean taking the one-hundredth part of a thing. Thus 6 per cent is  $\frac{6}{100}$ . It is taking a part when the whole is given. Let it be seen that the hundredth part on one is *per cent*; the hundredth parts on two or more is *percentage*.

First the pupil is taught to write per cents. He writes in three forms:

6 per cent is	$\frac{6}{100}$	= .06
7 " "	$\frac{7}{100}$	= .07
8 " "	$\frac{8}{100}$	= .08
9 " "	$\frac{9}{100}$	= .09
10 " "	$\frac{10}{100}$	= .10
11 " "	$\frac{11}{100}$	= .11
12 " "	$\frac{12}{100}$	= .12

The pupil should write these in these three forms until he is perfectly familiar with them, and knows clearly that the decimal form means the same as the other forms; he is already familiar with the other forms. We think it a most admirable thing to have a thread or string with one hundred buttons strung upon it; if each ten were of different kinds it would facilitate matters, but it is not necessary. Hang this above the blackboard. Call up a pupil and ask him to give you 6 per cent. He will immediately count off six of these buttons and push them to one side. Let them be replaced. Now call for 7 per cent, 8 per cent, and 10 per cent. Let this be done by the pupil until he becomes familiar with the fact, by *seeing* it and *doing* it, absolutely that 6 per cent means six out of one hundred things. After recommending this to a teacher we visited her room to see her call for 5 per cent and five buttons were pushed aside, and then when 10 per cent was called for, 10 more buttons were pushed along. Too much stress cannot be laid upon making this foundation fact clear, for a great many persons compute in percentage who have yet to know that it means six out of one hundred things.

Some teachers take long strips of paper, six feet long, and an inch wide, and mark it off into equal parts, coloring every other part red, for example; and pinning up this strip they ask the pupil to call off 10 per cent, 20 per cent, or 30 per cent. It is really time well spent to have each pupil have a strip like this, and to mark off per cent as called, for at all events a deep impression must be made that percentage means hundredth parts.

Now the teacher proposes: What is 6 per cent of 12? for example. Here we see the need of having fixed beforehand that form of thought which we have referred to; *proceeding from one to many*, we are to proceed from one to twelve. 6 per cent of 1 is .06; of 12 it is 12 times as much, which is .72. What is 6 per cent of 16? On one it is .06; on 16 it is 16 times as much, or 96 one hundredths or .96. Let there be many examples of this with the explanation.

It is best in all these cases that the number should be a concrete number as \$24. What is 6 per cent of \$24. 6 per cent of \$1.00 is \$.06; 6 per cent of \$24 is 24 times \$.06 or 1.44 hundredths or \$1.44.

What is 6 per cent of \$30? 6 per cent of \$1.00 is \$.06; of 30 it is 30 times that, or 1.80 hundredths of a dollar, or \$1.80. Here it must be pointed out that the percentage is of the same denomination as the base, though the

term "base" should not be used. Thus the \$1.80 is in dollars and cents, because the "base" is dollars.

Several days will need to be spent to make a clear impression upon the pupils' mind what *per cent* is, and the method of obtaining *percentage*. By *per cent* we mean what is upon one; by *percentage*, what upon several. Here are examples. What is 6 per cent of 350? What is 6 per cent of 350? What is 7 per cent on 8.25?

What is 1 per cent of 10.50?

What is 8 per cent of 5.10?

A step in advance of this is taking what we may term "fractional per cents," such as  $8\frac{1}{2}$  per cent.

$8\frac{1}{2}$ per cent = $8\frac{1}{2}$ hundredths = .085
$9\frac{1}{2}$ " = $9\frac{1}{2}$ " = .095
$16\frac{1}{2}$ " = $16\frac{1}{2}$ " = .1666+

Here the teacher gives the left hand number and the pupil gives the other two forms at the right. Thus the teacher writes  $8\frac{1}{2}$  per cent, leaving the pupil to fill out the two columns at the right.

Thus the teacher proceeds until the method of writing numbers in percentage forms is clearly fixed. He then proceeds to give examples. Thus, what is  $12\frac{1}{2}$  per cent of \$10.00?  $12\frac{1}{2}$  percent in a decimal form is 125 thousandths; as it is .125 upon one, upon 10 it would be ten times as much or \$1.25. The same analysis is needed in all of these. What is  $12\frac{1}{2}$  per cent of 15? What is  $12\frac{1}{2}$  per cent of 25? What is  $12\frac{1}{2}$  per cent of 30? What is  $12\frac{1}{2}$  per cent of 40? What is  $12\frac{1}{2}$  per cent of 50? What is  $16\frac{1}{2}$  per cent of 10? What is  $16\frac{1}{2}$  per cent of 12? What is  $16\frac{1}{2}$  per cent of 15?

The teacher turns to his strip of paper, and has a pupil point out what  $16\frac{1}{2}$  per cent means upon this. What  $12\frac{1}{2}$  per cent means upon it, what 10 per cent means upon it, etc.

Before going any farther with the idea of per cent let the teacher bring in a foot rule, and let him ask the pupil to measure the length of a table; suppose it to be four feet. Let him ask one pupil to find 50 per cent of this, another 6 per cent, another 7 per cent, another 8 per cent, another 9 per cent, and another 10 per cent. When each has found what his percentage is of the length, let them measure off their percentage. Of course this will not be very easy for the reason that the ruler is divided into eighths and sixteenths, and not into tenths. A ruler can be found, however, that is divided into tenths, and such a ruler is very useful in the school-room. In the same way, let the pupil determine what is  $2\frac{1}{2}$  per cent of the length of his desk. Another one, what is  $3\frac{1}{2}$  per cent. Another one what is  $4\frac{1}{2}$  per cent. Another one what is  $5\frac{1}{2}$  per cent. Let the teacher exhibit a silver dollar. Ask one what is 5 per cent of it. Another one what is 8 per cent of it, another what is 9 per cent of it, etc. Let some scales be brought in and let the weight of some object as a stone, be determined. Suppose it to be 4 $\frac{1}{2}$  lbs. Ask one of the pupils, what is 5 per cent of this weight? What is 6 per cent? What is 7 per cent? In this way the meaning of percentage may be impressed deeply and permanently.

*From part to the whole.* You show the pupils a strip of paper, suppose it to be 5 in. Say it is 20% of the whole, and you ask the pupils, What is the length of the whole piece? They will soon answer 25 in. Show them a piece 10 in. long, and tell them it is 50 per cent of the strip of paper, and ask them, what is the length of the whole strip? And they will soon tell you that it is 20 in. Show them a piece 15 in. long. Tell them that it is 50 per cent, and ask, how long is the entire piece? Proceed in this way with several concrete numbers in length and weight. Show them a twenty-five cent piece, and say, this is 50 per cent of what John has, how much has he in all? It is 10 per cent of what William has. It is 15 per cent of Mary's, etc. Let them determine what each has.

*From part to part.*

The teacher presents a strip of paper 5 inches long, and says this is 5%, and asks for 12%. The pupils find 1%, and then 12%.

5 inches = 5%.	What is 1%?	What is 12%?
10 " = 5%.	What is 1%?	What is 6%?
&c.,	&c.,	&c.,

25 cents = 25%. What is 50%?

18 lbs. = 6%. What is 13%?

Let all of these be concrete; that is, show the five inches, the 25 cents, the 18 lbs. True, some will not need this, but you must reach below the brightest pupils of your class.

All this will take several lessons.

The proceeding from part to whole is not a new form of thought, but as the term percentage is new, they will need special practice. Here is laid the foundation of all the work that is done in percentage.

### FORM STUDY.—VIII.

By LANGDON S. THOMPSON, Jersey City, N. J.

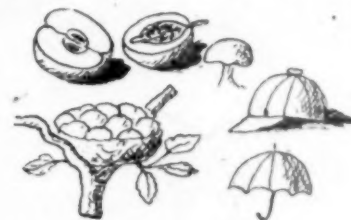
MODELING OBJECTS BASED ON THE SPHERE, THE CUBE, AND THE CYLINDER.

The children having now learned how to model a sphere, a cube, and a cylinder are prepared to model some objects like these in form. For objects based on the sphere, let them model an apple, a peach, a nut, an orange, a lemon, a plum, a grape, or a cherry.

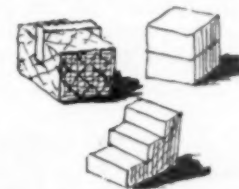


Generally, the best way to do this is to let them first model a sphere according to previous directions, and then make such variations as they know to exist between the real object and the sphere. Generally, the modeling should be done in the presence of the object, though there are times when the modeling should be done from memory and imagination. The best attempts may be marked with the initials of the maker in the soft clay, then dried and baked, or burned, and preserved for future inspection.

For objects based on the hemisphere let them model the half of an apple, the half of a peach, a bird's nest, a boy's cap, an umbrella, or a mushroom.



For objects based on the cube, let them model a square basket, a box, a flight of steps, or some similar object.



For objects based on the cylinder let them model a fruit-can, a cylindrical bottle, a tin cup, a muff, a fire-cracker, a rolling pin, a barrel, or a circular box. In modeling all these irregular objects, let the children first model the geometrical solid on which the given object is based, and then modify the form as may be required by the object selected.



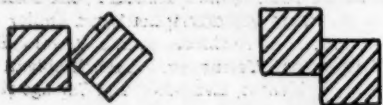
### ARRANGEMENT OF SQUARES, OR INVENTION.

In a previous article it was shown that the surface of the cube is easily analyzed into six equal squares. The children having studied the three solids, the sphere, the cube, and the equilateral cylinder as wholes, through handling and modeling, may take up one of the elements of the surface of a cube, the *square*. Many square tablets one inch in size should be provided by the teacher or other school authority.



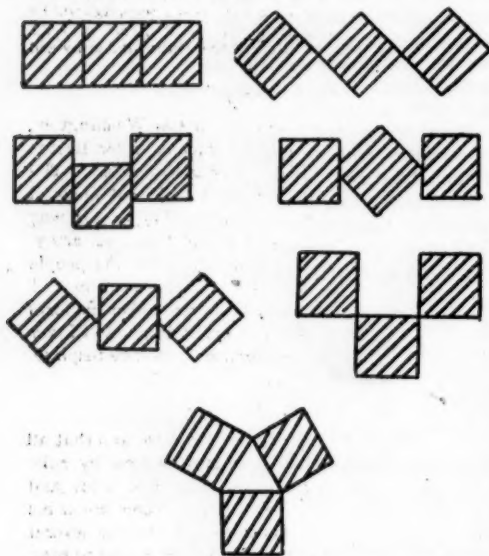
Let each child have two such tablets and arrange them on the desk in as many ways as possible; as two edges touching, two corners touching, one corner touching one edge, etc. A few examples are here given as suggestions to the teacher; not as designs to be copied by the pupil.



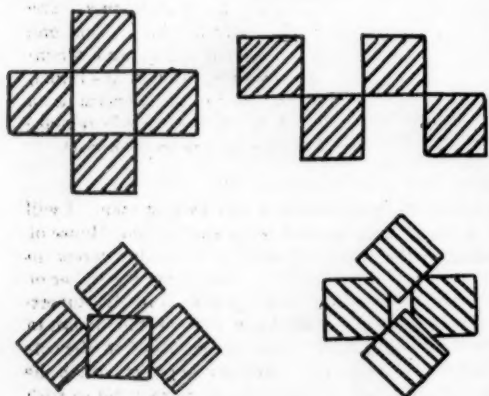


Let these arrangements be drawn on slates or paper, freehand, if the teacher prefers it, or by laying the tablet on the slate or paper, in the proper place, and marking around the tablet with the lead-pencil, using the tablet as a guide. We see no objection to this last method because the exercise is not one in drawing, but in invention; hence the more rapidly and accurately the representation can be made the better, since it allows more time for thought and arrangement.

At another time three tablets may be taken by each child, and such arrangements as the following, may be discovered and drawn as above suggested. If there be not time to draw all of the arrangements, the pupils may select those they like the best.

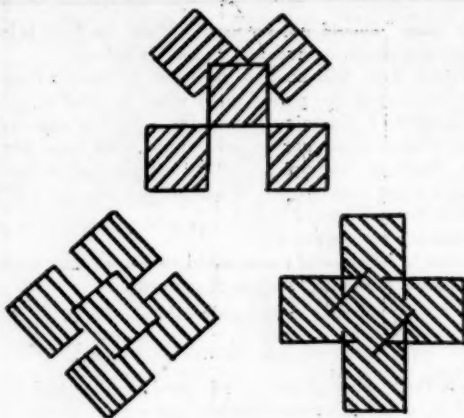
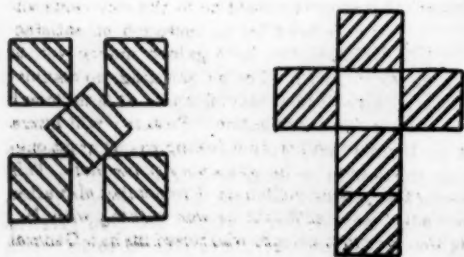


Again give each pupil four tablets to be arranged and drawn as in the previous lessons. The following are only a few of the many arrangements that the children can easily discover.



This exercise of tablet laying can be greatly extended by giving five, six, seven, or a larger number of tablets to each child. As the number of squares increases, the number of possible arrangements increases still more rapidly. Be sure to call for an expression of opinion as to which particular arrangement is the most pleasing. If pupils do not discover the best arrangements, the teacher may make suggestions that shall lead to better results.

The following are only a few of the many arrangements that may be made with five tablets.



#### MONTH OF MARCH.

March 1.—Wm. Dean Howells, b. 1837.  
March 11.—Torquato Tasso, b. 1544.  
March 17.—Dr. Chalmers, b. 1780.  
March 19.—Dr. David Livingstone, b. 1813.  
March 21.—Jean Paul Richter, b. 1782.  
March 31.—Joseph Haydn, b. 1782.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each.

**WILLIAM DEAN HOWELLS.**—His father was a printer, and the boy William learned to set type when very small. He was only nine years old when he set up his first literary production—an essay on human life. When he was fourteen he worked every day from four in the morning till eleven at night, taking only five hours' sleep. He worked as compositor on different papers until at twenty-two he became news editor on the *Ohio State Journal*. All this time he was picking up Latin, Greek, and modern languages, besides writing some good poetry. When only twenty-four he received the appointment of consul to Venice, and two interesting books, "Venetian Life" and "Italian Journeys," were written about his life abroad. He has also written a number of popular novels; some of them are "A Modern Instance," "A Foregone Conclusion," "A Woman's Reason," and "The Lady of the Aroostook."

**TORQUATO TASSO.**—One of the greatest poets of Italy, and the son of a poet. His father sent him to Padua, to study law. But, being born a poet, he could not sink into a lawyer. He remained in the law-school for a year, and wrote a poem in twelve cantos. His father was very angry at first, but he soon forgave his son, and became very proud of his genius.

**DR. CHALMERS.**—A little Scotch laddie, three years of age, was alone in his darkened nursery one evening. Although so young he knew the scriptures very well, and pacing up and down, he repeated verses from the Psalms. At last, having suited himself with a text, he mounted a chair and preached a very vigorous sermon. This little boy afterward became the celebrated Dr. Chalmers.

**DR. DAVID LIVINGSTONE.**—He was a Scotch boy, who studied with the intention of becoming a missionary. He worked as a cotton-spinner in the summer, that he might be able to attend the University of Glasgow in the winter, daily walking a distance of nine miles from his father's house to the school. Most of his life was spent in Africa, where he explored its interior, and wrote "Travels in Africa," also the history of his travels on the Zambesi. He died while on the third expedition, but is buried in Westminster Abbey.

**JEAN PAUL RICHTER.**—"My life and the spring flowers began in the same month," he used to say, and he loved the birds and the spring flowers so much, that he was happy in the midst of great trouble. Many of his books were written out of doors, where he loved to work, when the weather would permit. A number of canary birds were his pets, and he never left the house without opening the doors of their cages, that they might fly about and not be lonely. Sometimes they walked over his manuscript while he wrote, scattering water from the vase, and mixing it with his ink. One November day, when he lay on his death-bed, some flowers were placed beside him. "My beautiful flowers! My lovely flowers!" he said. These were his last words, for he died soon after. His beautiful life and his hundred volumes are noble monuments to his memory.

**JOSEPH HAYDN.**—He showed great musical talent at a very early age. When he was eight years old, he entered the choir of St. Stephen's at Vienna, and at sixteen he lost his voice. Then he tried to support himself by teaching, but was so poor that, at one time, he was on the verge of starvation, when he secured a little girl as a pupil. He had a hard struggle for many years, but at last became famous and prosperous.

## THE EARTH

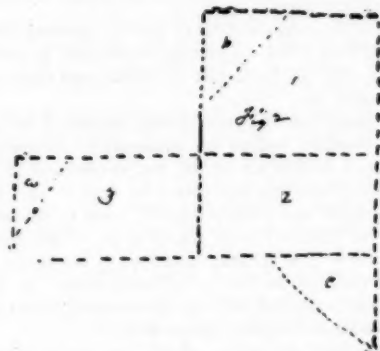
### GEOGRAPHY BY OBJECTIVE METHODS.

BY AMOS M. KELLOGG.

[CONTINUED FROM SCHOOL JOURNAL, DECEMBER 7.]

On these he puts another oblong (1) which is  $\frac{1}{2}$  higher than the others.

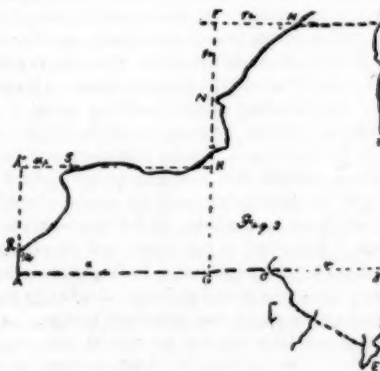
He then cuts off the triangles (a) and (b), and adds the triangle (c), and thus gives an idea of the shape of New York state. (Fig. 2.) This is erased and re-drawn. Then



a pupil tries it; several try it. This gives the general form.

- 1 He draws again a line say one foot in length (A B) 1.
- 2 He cuts off  $\frac{1}{4}$  of it, C B.
- 3 He draws B D=A C.
- 4 " " B E=C B.
- 5 " " G F at  $\frac{1}{2}$  way in A B.
- 6 " " D L=C B; it is  $\frac{1}{2}$  of D E.
- 7 " " K H a little below  $\frac{1}{2}$  way in G F.
- 8 " " R A and K S, cutting off  $\frac{1}{4}$ .

This he tells as he draws; he draws as he tells. (Fig. 3.) He draws the map several times. A pupil tries it. Several try it.



This description will seem difficult to read, but it is not difficult to draw; all descriptions of drawings seem blind when read. Let the teacher talk and draw and question.

New York is somewhat irregular in shape, but it is so important a state that extra lessons must be given if needed.

In the next lesson ask:

First, for the general shape of the state as one would for a capital M. It should be engraved in the mind.

Second, let the state be drawn so as to present the general features. Beware of being too minute and technical at this stage. Work upon the general features thus outlined, adding something day by day, but do it gradually. Do not work too long on it at one time. Turn back and draw the states already gone over. The pupils will study the form at their seats. It must be noted here, that when they go to their seats to study New York, they have the proportions before them; they do not go to work to draw it as a new form. Its general shape is before them. It will save their labor very greatly to give the general shape in this way.

#### LESSON XXI.

**NEW YORK, (continued).**—The general shape of New York is drawn; then the state is drawn beside it. Then the rivers are placed, then the cities, and lakes, and the

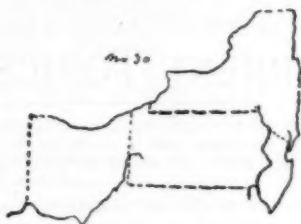


names given and written down, and copied by pupils.

It is erased and drawn again. Then the pupils draw it.

**TALK ABOUT NEW YORK.**—No state will give the teacher such an opportunity to interest the pupils in geography study as New York: (1) Early history, (2) The Indian tribes, (3) The battles of the Revolution, etc. (4) The great cities, (5) Its great men. Several days can be spent in gathering materials by the class. At some special time the entire recitation should be upon New York.

**REVIEW.**—The teacher draws New York, then adds Pennsylvania and New Jersey. He calls on a pupil to add Ohio. (Map 30.) With this outline before the class



an opportunity for criticism is given. This can be brought up by questions.

1. The length and height of New York?
2. The position of the eastern shore of Lake Ontario?
3. The triangle in the southeast? etc., etc.

By thus analyzing the elements of the form of the state, the pupils will see where the defects in their drawings are.

#### DIFFICULTIES IN PROPORTION.

As difficulties will arise in proportioning the space among the states (Map 30), note these points:

1. The length of Pennsylvania is fixed when the southern boundary of New York is drawn.
2. The width of Pennsylvania is what of its length?
3. The width of New Jersey is what of its length?
4. New Jersey extends above and below Pennsylvania how?
5. The length of the eastern boundary of Ohio is known when the western boundary of Pennsylvania is drawn.
6. The width and height of Ohio are what?

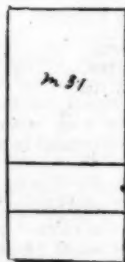
All these proportions were given when each state was taken up. It is not new knowledge that is required.

#### REVIEW OF ELEVEN STATES.

At this point review all the states thus far studied.

1. Begin with Ohio, and have all the other states added.
2. Begin with New York, and have all the other states added.

**NEW ENGLAND.**—1. The teacher draws an oblong a little more than twice as high as wide. (Map 31.)



Divides the sides into five parts by points, and draws two lines across. Boston is at middle of east side of second part.

2. Now he adds the Cape Cod part (a clothes hook).
3. The part B.
4. " " C.
5. " " D.
6. " " E.

Call a pupil to the blackboard, and let another pupil name rivers to be located.

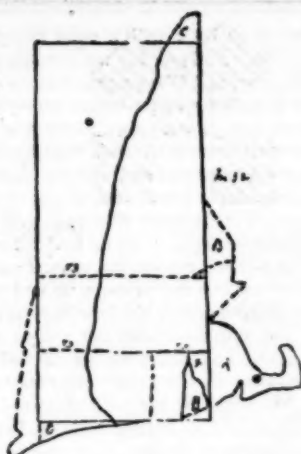
Locate cities in the same way.

Locate lakes in the same way.

Draw and talk; talk and draw.

7. Cut off F.

8. Put in Narragansett bay and Newport island. (Map 32.)



By thus analyzing the somewhat irregular form of these five states, it will be found that the difficulties in drawing them will disappear.

Erasing the map the teacher draws it again, beginning with the oblong; talking as he takes the eight steps, the map again appears. The eye of the pupil thus becomes trained to see shapes and proportions. Next one of the most apt is called to the blackboard to draw while the teacher names the steps, the other pupils drawing on paper or on their slates.

Now it is given out as a lesson, and the class turn to reviews.

**NEW ENGLAND, (continued).**—At the next lesson the teacher takes the eight steps, then sketches the five north-east states, places five rivers and locates five cities, the pupils giving the names, also the bays and capes. Then the pupils draw the map, and place the rivers and cities. (Map 32.) At another lesson the history of the country,



the battles, the works of art, productions, etc., are discussed. The names are written on the blackboard and copied, and the class turn to reviews. The teacher has two objects: (1) To have the class study the subject (2), to strengthen former impressions.

**RADIATING REVIEWS.**—The teacher draws. (Map 33.)



The pupils recognize the sketch and answer, "Chicago, Lake Michigan, northern boundary of Illinois, western boundary of Indiana." He continues, and this sketch quickly appears. (Map 34.)



Then pupils are called to the blackboard; one describes Chicago, others add to this description; in a similar way follows descriptions of Rockford, Racine, Aurora, Rock Island, Michigan City, Galena, etc. Lake Michigan and the Rock, Illinois, Kansas, Kankakee, and Chicago rivers are also described.

May the pupils use their text-books during the exercises? Certainly; it is really a time of study. If they can draw without the text-book, it is pretty certain they have learned the lesson thoroughly.

[TO BE CONTINUED.]

#### AN EXERCISE FOR WASHINGTON'S BIRTHDAY.

Let thirteen pupils each carrying a small flag, be seated on the platform. (Others may be added if the teacher thinks best.) Let them assume that all they say of WASHINGTON is what they remember from personal acquaintance, and let the conversation be as natural as if they were talking about transactions that took place only a few days before. When seated, the first one begins to speak; he may rise and gesture, or sit, as may be thought best. If the boys who take part in this can wear cotton wigs, age will be indicated, and it will add to the interest. If they can carry old swords or guns, or dress in the style of the Continental army and have three-cornered hats, it will help.

##### FIRST PUPIL.

I well remember the first time I ever saw Washington; indeed it is impossible I should forget it or recollect it without the liveliest emotion. It was in Boston. The school was dismissed, for we were told that General Washington was expected in town that day, on his way to Cambridge to take command of the American army. The children were permitted to mingle with the people who had assembled to see him. I did see him. I riveted my eyes upon him, and I can remember his form and features, and every point of his costume, and I can never forget the feelings his sublime presence inspired. Ah, boys, he was a great man!

##### SECOND PUPIL.

I am told that he was a very prompt man, and that all his ways were exact, and all things were done by rule. He was kind to those who served him, but strict, and would not let them slight their work. When one of his clerks who came late each day gave as an excuse several times that his watch was slow, Washington said to him, "Well, you must get a new watch, or I must get a new clerk." Such men, boys, are men worth having.

##### THIRD PUPIL.

I remember Washington's two favorites horses. One was a large, elegant, parade horse, of a chestnut color, high-spirited, and he belonged to the British army. The other was smaller, and of a sorrel color. This one Washington always rode in time of action, and whenever he mounted him, the word ran through the ranks, "We have business on hand, to-day the General is on his sorrel horse." I tell you, it was a sight to be remembered when the great Washington was on his horse!

##### FOURTH PUPIL.

And yet, Washington was a very modest man. I will tell you of a little scene I witnessed in the House of Burgesses of Virginia. When he closed his career in the French and Indian war, he was elected a member of the House of Burgesses. The speaker was Mr. Robertson, and he was directed, by a vote of the house, to return their thanks to Washington on behalf of the colony, for the distinguished military services which he had rendered to his country. Mr. Robertson did so with such warmth of feeling, that when Washington rose to express his acknowledgments, he could not utter a syllable distinctly. He blushed, stammered, and trembled, but Mr. Robertson came to his relief by saying: "Sit down, Mr. Washington, for your modesty is equal to your valor, and that surpasses the power of any language that I possess." That was an interesting scene, I can assure you, my friends. Great as he was in war, he was still a very modest man; he was not one of your vain fellows.

##### FIFTH PUPIL.

I heard Washington say a great many things, but the grandest thing that I ever heard him say was after the surrender of Cornwallis. Said he to the victorious soldiers, "My brave fellows, let no sensation of satisfaction for the triumph you have gained induce you to insult your fallen enemy. Let no shouting, no clamorous huzzaing increase their mortification. It is sufficient that we witness their humiliation. Posterity will huzzas for us." This showed his kind feeling to our great enemies. I always felt that he was a very polite man. This was, to my fancy, true politeness. I remember also after he was elected president, that he was walking with Mr. Wythe and they met a negro who raised his hat. General



Washington raised his hat, and Mr. Wythe expressed his surprise. "Do you think," said the General, "I would allow a negro to out-do me in politeness?"

## SIXTH PUPIL.

I suppose you have often heard me tell how it was that Washington came to meet the fair Martha Custis, who afterward became his wife. It was in 1758 that Washington, attended by a body servant, crossed the ferry, called Williams' Ferry, over the Pamunkey, a branch of the York river. When he touched the southern side he was met by Mr. Chamberlayne, upon whose domain Washington had landed, who insisted that he should partake of his hospitality, and offered as an inducement, that he would introduce him to a young and charming widow. Washington consented, but said that he could only stop to dinner, and ordered his servant to have his horse ready directly after he had dined. He then proceeded to the mansion, and among other guests was introduced to the handsome widow, Martha Custis. His servant, true to his orders, was at his post; he waited in vain for Washington to come. The sun sank lower and lower in the horizon, and still he came not. 'Twas strange! old Peter could not understand it, for Washington was not usually a single moment behind his appointments. Why, he was the most punctual of all men! After a time Mr. Chamberlayne, who had much enjoyed seeing the servant waiting at the gate, told him to put up the horse, for no guest ever left his house after sunset. The sun was high in the heavens the next day before Washington left that house. Very soon after that the marriage of Washington and Martha Custis took place. Then Peter knew that Mrs. Martha Custis was the cause of Washington's delay.

## SEVENTH PUPIL.

You know we were badly defeated on Long Island, and were obliged to retreat over the Hudson to New Jersey, and then over the Delaware to Pennsylvania. I asked him, "How long, General Washington, shall we retreat? Where shall we stop?"

"If we can do no better," he answered, "we'll retreat over every river in America, and last of all over the mountains. We shall be obliged to retreat many times, it is likely, but finally, I hope we shall expel the enemies of our country."

And we did retreat a good many times; and we did expel our foes.

## EIGHTH PUPIL.

Did you ever hear of his praying for our cause? I will tell you about it. It was in New Jersey, at Morristown, and things looked very dark. Well, we knew the British were supplied with every comfort. We were pretty poorly clothed; many of us had no shoes, and as those poor fellows walked over the snow you could see traces of blood. Oh, boys, we had everything to commend with and Washington felt sad enough! There was a pine forest near the camp, and we saw the General every day go out there. One day a captain came and said, "Boys, I heard Washington praying out in the pine woods to-day; he asked God to help us, and I am sure He will do it. It will be hard work but we shall whip the British. The Lord will hear that prayer."

## NINTH PUPIL.

I had more fun at school with George Washington than any other boy I ever played with. He liked out-of-door sports. He could pitch quoits, toss bars, and when you come to leaping and wrestling there was not a boy in school that was his equal. You ought to have seen him throw a stone across the Rappahannock river, at Fredericksburg near the Lower Ferry. The river is wide there, but George would throw a stone across as easily as you or I could throw one across this school-room. We all liked him, and when he always outran us in a race, we did not feel as badly about it as if some other boy had done it.

## TENTH PUPIL.

I was with him when he went out to see what the French were doing at Fort Duquesne. One day we had crossed the Allegheny river on ice, but it was broken up when we came back; nevertheless we undertook to go back. I went up the river a mile and found a place to get across. Then I came down and found Washington on a piece of ice in the river; another piece of ice crashed into it, and he was plunged into the cold, icy water. I could do nothing to help him; soon I saw his head among the pieces of ice and he swam to shore. Then we built a fire and tried to dry his clothes; he suffered incredibly that night, and I feared he would die. But he was all right in a day or two.

After that we came back with a good many soldiers to fight the French. And one day we were standing by the bank of the river, and Washington was on my right hand. I heard a bullet whistle by my ear—you know we do not mind that in war—then there was another went by and it went close to Colonel Washington. We got behind trees and watched and saw the bullets come from behind a big maple tree. One of the boys, Jake Wethersbee, who wore a coon skin cap with the tail hanging down his back, said, "I'll fix that fellow; see if I don't;" and he laid his cap on the ground and swam the river with several others; he crept up and caught a big Indian behind the maple. My, how he yelled! When the rest heard him they yelled and ran away. Then we went over the river, and when we questioned the big Indian, he said that no one could kill that tall man, meaning Col. Washington, for he had aimed at him ever so many times, and his bullets were made to go off sideways and not hit him.

Then I thought about his falling into the river, and I made up my mind that Col. Washington was to be kept for some great purpose.

## ELEVENTH PUPIL.

Boys, did you ever hear how Washington served that Mr. C. S., one of the contractors for supplying the American army with fresh provisions at the time they were stationed at West Point? Never heard anything about it? Well, it seems this Mr. C. S. when the high price of cattle made it impossible for him to make much money out of his contract, would not furnish the supply, but in place sent in a certificate. The privation was borne with much patience, for those soldiers were accustomed to hardships, and ready to endure anything in the cause of liberty and their country. But after awhile it became known, and Washington hearing of it, gave immediate orders for the arrest of Mr. C. S., and he was brought into camp and put under guard. The officer having him in charge, asked how he was to be fed. "Give yourself no trouble, sir," said Washington, "the gentleman will be supplied from my own table." The hours for breakfast, dinner, and supper passed, but not a mouthful was furnished to the prisoner. The next morning a waiter was seen bearing upon a silver salver what seemed to be a well-prepared meal, carefully covered with a cloth. Upon raising the cover besides the apparatus for breakfast, there was nothing more than a certificate that there was due to Mr. C. S. one breakfast, one dinner, and one supper, and signed "George Washington." After starving him for a while longer, Washington had him brought before him and said, "Well, Mr. S., I presume that by this time you are well convinced that a certificate will not satisfy the cravings of hunger." He then invited him to dine with him, and gave the order for his discharge.

## TWELFTH PUPIL.

There are many things more to be said, but we shall be obliged to give way to others. But I want to tell you that Washington was a very well educated boy. His writing books I have seen, and they are very neat, as is also his ciphering book. He was only thirteen years of age when he left school to become a surveyor; all his teachers said he was a good student. If he had not used his time well when at school, he would never have become the great man he was.

## THIRTEENTH PUPIL.

General Washington would never tolerate swearing in his presence. On one occasion he had invited the members of his staff to dine with him in the city of New York. They were quietly conversing at the table, when one of the guests uttered an oath. Washington at once dropped his knife and fork as though struck by a bullet. The motion arrested the attention of every one, and there was perfect silence all through the room. Then Washington uttered such a rebuke as only he could give. In calm, deliberate tones, that were both solemn and sad, he said, "I thought that I had invited only gentlemen to dine with me." It is not necessary to add that no more oaths were heard at that table.

## WORDS OF WASHINGTON.

Peace with all the world is my sincere wish. Whatever services I have rendered to my country, in its general approbation I have received an ample reward. The value of liberty is enhanced by the difficulty of its attainment; and the worth of characters appreciated by the trial of adversity.

I require no guards but the affections of the people. Without virtue and without integrity the finest talents and the most brilliant accomplishments can never gain the respect and conciliate the esteem of the truly valuable part of mankind.

Good sense and honesty are qualities too rare and too precious, not to merit particular esteem.

To persevere in one's duty and be silent, is the best answer to calumny.

It is a maxim with me, not to ask what, under similar circumstances, I would not grant.

Do not forget, that there ought to be a time appropriated to gain knowledge, as well as to indulge in pleasure.

Knowledge is, in every country, the surest basis of public happiness.

Harmony and good will towards men must be the basis of every political establishment.

The love of my country will be the ruling influence of my life.

## CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

**BRAZIL'S SITUATION CRITICAL.**—Reports from Brazil show that the government has had all it could do to cope with the riots and disorder. When did Brazil form her provisional government? (A provisional government is one intended to last only until a permanent one can be formed).

**PORTUGAL'S NEW KING.**—Carlos I. was crowned king of Portugal. The president of Lisbon formally presented the keys of the city to him. What disaster once overtook Lisbon?

**A STANLEY TESTIMONIAL.**—The Americans in London will present Henry M. Stanley with an electro-silver shield on his arrival there. It will have the United States coat of arms in the center, surrounded by representations of events in his career. What state did Stanley found?

**EUROPE'S EPIDEMIC.**—The schools of Munich are closed on account of the epidemic. The disease is spreading among the London police, and throughout Holland. The death rate in Vienna is 50 per cent more than usual.

**MR. GLADSTONE'S BIRTHDAY.**—Ex-Premier Gladstone celebrated his eightieth birthday. He is still in the full possession of his mental powers. What other noted men are about four score years old?

**CORFA'S KING.**—The king of Corea is thinking of abdicating the throne. If he does the country will probably again become an absolutely dependent province of China. What is the capital of Corea? Describe the people.

**NEGRO IMMIGRATION.**—A colored minister of Charleston, S. C., preached a sermon in which he said that independence of the white race and emigration would solve the negro question. Many negroes are emigrating from the Carolinas to Georgia, Mississippi, and the other states. What privileges have been granted the colored people since the war?

**SAN SALVADOR'S REVOLUTION.**—The government forces defeated the insurgents in the province of Cuscatlan, and the revolution was suppressed. Describe the government, people, and climate of San Salvador.

**U. S. VESSELS SEIZED.**—The Colombian gunboat *La Popa* recently seized several trading vessels, and a New York firm sent an armed vessel to Colon and the coast of Panama to resist such seizures. What action should be taken by our government in such cases?

**NEW YEAR'S AT THE WHITE HOUSE.**—The centennial of Washington's first New Year's reception took place January 1. The members of the cabinet, the supreme court, the congressmen, and the heads of departments, besides many foreign ministers, were present. What president first occupied the White House?

**SIBERIAN EXILES MASSACRED.**—Some Nihilists in exile tried to work printing presses. The authorities destroyed these, and the exiles resisting were fired upon, thirty being either killed or wounded. What are Nihilists? Why destroy these presses? How is the press looked upon in our country?

**A COLONY FOR ITALY.**—The king has signed the decree establishing a colony on the Red sea. What are Italy's relations with Abyssinia?

**ONE USE FOR THE EIFFEL TOWER.**—Experiments have been made to find how far the tower could be used in case of another siege of Paris. By having a station for the optical telegraph on this tower it is hoped that regular communication with the provinces could be kept up. Similar stations could be established in captive balloons outside the enemy's lines. When was Paris besieged?



## New Jersey Educators.

## NEW JERSEY COUNCIL OF EDUCATION.

This met at Trenton, Dec. 26 and 27, Supt. Wm. Barringer, of Newark, president. It consists of forty-eight members, sixteen being elected annually, eight of whom are nominated by the state teachers' association. A report was made by Dr. Nicholas Murray Butler, chairman of the committee on normal and training schools. Its work had been chiefly devoted to ascertaining what proportion of the teachers of the state were required to have some professional training, and suggesting ways and means for making this requirement more universal and more systematic. The committee on legislation were instructed to prepare a bill whereby the tenure of office of the members of the state board of education may be made more permanent and continuous.

## THE NEW JERSEY STATE TEACHERS' ASSOCIATION.

The association met at Trenton Dec. 26 and 27, for its thirty-sixth session.

## EDUCATIONAL PROGRESS.

The report of the committee was read by Principal James M. Green, of the state normal school. It stated that manual training had been adopted by the state board of education as a part of the public school curriculum, and they provide for its introduction into various school districts. Modified kindergarten principles are applied in many of the schools, and every student graduating from the state normal school is made familiar with these principles. The state school tax has been raised from \$4 to \$5 per child. The system of licensing teachers has been changed to almost the exact form recommended by this association. The course of study in the normal school, and requirements for admission, have been so reconstructed as to establish most intimate relations between that school and the public school system of the state.

The salaries of county superintendents and examiners were increased by the last legislature about 30 per cent. The schools of the state should be graded so that while teachers of higher grade should be permitted to teach in a school of lower grade, teachers of low grade should not be permitted to teach in schools of a higher grade.

## THE PRESIDENT'S ADDRESS.

President Guilford addressed the association, on "the basis of promotion of pupils from grade to grade, or from school to school." The different systems used in different cities, were explained; he did not know of one sound argument in favor of the plan of using the written examination as a test for the promotion of pupils. It is at its best a subterfuge for responsibility, a substitute for the lack of that knowledge of pupils which should judge of their proficiency. One thing that the schools demand to-day, above all others, is better teaching—a fuller realization of the fact that the schools are made for the children, and not the children for the schools; that the school over which you watch is a place for the expansion of mind, and in no sense a forcing box; that each day of your school life and school experience means improvement to you and to your children; that training your pupils to avoid mistakes or to correct themselves is more in the line of their educational salvation than doing it for them.

## ALCOHOL AND ITS RELATION TO HEALTH.

Mrs. Mary H. Hunt, supt. of scientific instruction, W. C. T. U., presented the evil effects of alcohol in the human system. She urged teachers to assume the responsibility of teaching their pupils these evils, and depart from the routine and often complicated explanations of the text-books, putting the proper knowledge before the pupil, so that he can not but understand the danger to be avoided and be able to resist temptation when it is offered. She recalled incidents which had been recounted to her, of teachers who had been awakened to the responsibility, after their pupils had suffered by their negligence, and urged the teachers present, if they had not felt this responsibility, to assume it before there should be need for remorse.

## SCIENCE TEACHING BELOW THE HIGH SCHOOL.

Professor Starr stated that the objection is often made that a new subject should not be crowded in on the teacher, already overworked. Very often teachers in the lower grades are not sufficiently posted in science subjects. The teacher sometimes claims that scientific subjects are not to her taste, and she prefers to teach those in the line in which she finds the most pleasure. Science teaching may be introduced in a small way at first, and if the teacher is faithful in her task she will develop in the pupils and in herself an appreciation and enjoyment of the subjects, and they will acquire much useful knowledge.

Such teaching is needful to develop in the pupils a keen observation, which they must apply in their daily life; to develop originality, a desirable power; to develop a clear, close and accurate expression, which will follow in the descriptions by pupils in these studies. Close observation will note the difference in material, color, form, etc., of objects, and in order to accurately express these differences the pupil must employ clear and accurate expression.

Prof. Starr described a visit to the Putnam school of Boston. Here he saw children only eleven years old

who could describe and point out specimens of shells, minerals, and other natural objects, with a skill and perfection surpassing many adult pupils that he himself had taught. He felt that science teaching in every school and in every grade meant a complete and lasting education.

## LANGUAGE TEACHING AND TECHNICAL GRAMMAR.

David Maclure, of Newark, thought that the child should be gradually developed in the use of language without the study of grammar, which will never supply words. Words and ideas must be given. Grammar will not directly give the power to think consecutively, but the contemplation of consecutive thoughts, and the criticism of associated thoughts, with drill in building up, and expanding and completing thoughts and adding thoughts that are associated, will do much toward the end desired. Language study and composition are introductions to grammar, and not the reverse. Real grammar is begun before we know either language or composition. At this early period much is learned of the practical relations, agreements, and government of words. The period for the study of grammar would be a supplementary year. As to composition, as thought is not sustained intently and readily, but is desultory and labored, then so long will composition be distasteful. What is needed for composition is, first, experience to furnish thought. Next, vocabulary; that is, material with which to express or clothe thought. When you give a child grammar and tell him to learn literary construction and completeness, you ask him to accomplish an end before he has the material for a beginning. Grammar is not language, it is the criticism of language. Grammar, aside from the memory recitation, is a confusing puzzle, a vague thing, to be learned formally, but not to be understood. If diagramming and parsing were stopped, language study would then have an opportunity to advance. Children do not want etymology, syntax, and prosody to improve their language.

The power to conjugate will not give the power to speak or walk. Not one pupil in 50,000 knows the meaning of the word "conjugate." Grammar in the public schools as a language study is hush. Children cannot understand grammar. The just and only purpose of language is to delineate thought and to perceive thought. Grammar does not teach to do either. It simply analyzes the process by which the thought is expressed. What we want during the grammar school period is, as far as possible, to acquire power to get thought from the printed page, and to express thought through the same medium.

Principal Haskell, of Jersey City, did not approve of technical grammar as it is usually taught; it is not calculated to improve the power of speech.

## LANGUAGE TEACHING.

Miss May Mackintosh, of Weehawken, gave her experience with small children. She has successfully employed the system of taking an American poet, as Whittier, and selecting gems of thought from his works, one for each week of the school year. By securing the attention of the children and pointing out the thought as carefully as possible, they became familiar with the purest and most beautiful ideas of the poet, and accustomed to a perfect diction.

## PRIMARY WORK.

Miss Anna B. Badlam, principal of the practice school, of Lewiston, Me., reviewed the progress made in the past four years.

In the art of teaching reading, the old system of A B C was followed by the sound method, which in turn was followed by the word system, and that in turn by the sentence system, until now, by a combination of the word and sentence methods, a result has been obtained and most universally employed.

## PRIMARY READING.

Miss Rena T. Merwin, of the state normal schools, read a paper on this subject. The first essential of a successful primary teacher is to be able to understand and know the child's nature, and her first object must be to know where to begin to teach the child. The child should not be put at learning to read at once. Lessons for at least two weeks should be of a purely conversational nature to overcome the timidity of the child, to fix his attention, to develop observation, to teach him to obey and to develop the faculty of talking readily.

## THE FUNCTION OF THE PRINCIPAL IN SUPERVISION.

Dr. Cornelius Shepherd said the need of school supervision was generally conceded. It is largely by this means that the schools have been advanced to their present position. The function of the principal is to see that his school is conducted in every department, and in every particular, in the very best manner possible, and according to the latest and most approved methods. The trustees and superintendent may define the things to be taught in the course of study, but they must leave to his experience, judgment, and skill, to put into practical operation the best system and methods, so as to secure the best possible results. He must be thoroughly familiar with all the subjects taught, and the different methods of teaching. He must know how to arrange his school according to the most approved modern architectural design for the health, comfort, and convenience of his pupils, and to suggest and recommend in hygienic and sanitary matters relating to the construction, heating, and ventilation of the schools.

He must know what is necessary for an ideal school. He should see that his teachers are living models of these principles. He must protect the weak, urge on the strong, commend the good, and discipline the bad.

## MORAL TRAINING.

Professor Felix Adler, of New York, delivered an eloquent address on this subject.

## PRIMARY MUSIC.

Supt. Gregory, of Trenton, said that the standard of music in this country is very low; children after nine years' instruction in school can only read at sight the simplest music. An audience of teachers cannot sing a simple tune. Musical societies drill and practice singing the same thing over and over again, catching the air from the piano.

The reason for all this is that in the teaching of music a great pedagogical principle is violated. The sign is made more important than the thing. The thing in music is tonality and rhythm. The sign is the expression on paper, namely, the staff. If the staff can be kept from the pupils till they have mastered the science of music and are expert readers, the application of this knowledge to the staff is very simple. This is the claim of the tonic sol-fa system of notation. The mental effort expended in learning the notation is next to zero, and the pupil has his whole strength to give to the study of music.

The claim of tonic sol-fa that it is easier to learn that notation than the staff notation was explained.

## THE TEACHERS' READING CIRCLE.

Secretary Gregory read his report of the condition of the reading circle, calling attention to the difficulties which the association has to battle against. Pioneer graduating class of the teachers reading circle presented a handsomely framed set of engrossed resolutions as a token of their regard to Secretary Gregory, for his zeal and activity in developing and furthering its interest.

An address to the graduating class was delivered by Merrill E. Gates, LL. D., president of Rutgers College, replete with beautiful thoughts and suggestions. Dr. Gates prefaced his address with some suggestion as to the power and importance of the teacher's profession, and that profession in New Jersey as compared with the advancement in other states.

The class of 240 graduates came forward, and Superintendent W. N. Hailman, of La Porte, Indiana, gave them hearty congratulatory words, and awarded the diplomas.

A. W. Edson, state agent of the Massachusetts board of education, then delivered an address on the subject "Professional Improvement."

## SCHOOL GYMNASIUMS.

Dr. W. G. Anderson, of the Adelphi Academy, Brooklyn, justly claimed that much could be done by gymnastics to develop power, accuracy, attention, and thought.

## PROFESSIONAL IMPROVEMENT.

This theme was handled by Prof. Edson, of Massachusetts. Visiting schools, attending associations and institutes, reading circles, books and educational papers, were mentioned as some of the means that should be used by every teacher of this generation. He urged the teachers to study their profession in an earnest way.

## THE SOURCE OF RECRUITS TO THE RANKS OF TEACHERS.

Supt. Poland, of Jersey City, thought training classes should be established similar to those in New York state, under state aid, and that probably more state normal schools would be needed. The paper very thoroughly examined the present source of supply of teachers, and showed it to be inadequate to the need.

Princ. Spaulding, of Montclair, thought the plan of largely using graduates of a city normal school to teach in the same city, was weakening to the system. He advocated the employment of the best teachers, wherever found.

Supt. Jacobus of New Brunswick, gave facts to show the need of more trained teachers and larger and better facilities for training them. Prof. Roberts presented the claims of the staff notation, showing that by teaching it as it ought to be taught, it was easily learned.

Dr. W. N. Hailman, superintendent at La Porte, Indiana, presented "The True and the False in New Education."

"Education—the intentional, systematic guidance of the young toward an established end—is new. Here, ever and anon as old aims are discarded, and new aims take their place, a new education is born. The new education of our day is distinguished by its aim, which is highest humanity. It was for this Pestalozzi gave his life for the wretched children of starving peasants. It is revealed in all the life and works of Froebel. Froebel sees in mankind a continuous growing revelation of God. This formula holds the essence of the new education. It is thereby removed from narrow nationalism and egoistic individualism of Greek and Roman ideals, still in our clutches in spite of dawn of Christianity.

The new education involves all-sided harmonious culture of man as a unit.

The problem of the new education is to find means and adjust circumstances for this all-sided harmonious culture of the whole man, to secure highest possible efficiency and intensity of life at the hands of insight, coupled with tenderness of feeling. Now we see the family laboring the will, the school tugging at the intellect, and the church straining at the feelings.

This all-sided harmonious culture includes a demand for manual training.

In the application of the new education, we find many distortions of its simple beauty.

The new education, if rightly understood and reverently followed by a person in whose make-up sense keeps nonsense in habitual subjection, is pre-eminently



practical. It gathers its fundamental teachings from life and nature; gives the child, first of all, a mobile fund of direct experience which will enable him to interpret the teacher and the book. The traditional school is almost exclusively verbal, looks to the mastery of words alone. It would place it on a real basis of things and thoughts, and looks to a mastery of things and thoughts. It refers all it does to life. Every new principle is at once applied to the learner's life, is at once made practical; every new principle is adjudged valuable for its power to make growing life stronger, better and sweeter."

A resolution was adopted requesting the state board of education to empower the teachers to attend the annual meeting of the association, giving them one day's absence from school, with pay.

A resolution was also adopted that the governor appoint the members of the state board of education, subject to the approval of the senate, instead of being appointed on a joint ballot, and that the members be elected for a seven years' term, two being elected each year.

The following named persons were unanimously elected officers of the association for the coming year: President, Superintendent S. R. Morse, of Atlantic City; first vice-president, John N. Wright, of Freehold; second vice president, Miss M. E. Habberton, of Elizabeth; treasurer, H. E. Harris, of Bayonne; corresponding secretary, L. C. Wooley, of Trenton; recording secretary, J. Wilmer Kennedy, of Newark.

A short symposium on manual training followed, after which the association adjourned.

THE first of the course of lectures announced by the College for the Training of Teachers took place January 7. It was given by Supt. McAlister, of Philadelphia; subject, Pestalozzi. The history of Pestalozzi was given briefly, and then the principles that he had discovered were discussed. The first, the claim that he had improved elementary education by recognizing observation as the absolute basis of all knowledge, was stated and explained. By observation more is meant than a simple recognition of an object—it means all those processes of mind that follow recognition—that is, all knowledge must begin with observation. The effect of Pestalozzi's deep sympathy with his pupils was expounded, the lecturer deeming this of the highest importance. The expectations of the audience were not disappointed in this lecture; it was listened to with unabated interest.

THE Hon. Henry R. Pierson, chancellor of the Regents of the University of the State of New York, died at Albany, January 1. He had been suffering from a mild attack of bronchitis, but he seemed to be improving, and his death was unexpected. He was born at Charleston, Montgomery county, June 13, 1819. He had no early advantages beyond the country schools, and he was 21 before he began to secure an education. He was graduated from Union College in 1846, and two years later he was admitted to the bar. In 1871 he removed to Albany, and a little later established a banking business. He was made a regent of the university in 1872, and on the death of Chancellor Benedict was elected to the chancellorship, January, 1881.

#### EXCELSIOR.

Forty years have, in all ages, been a symbolical period, and the truism that "history repeats itself" is brought forcibly to our mind as we read of the successful attempt of Dr. Hans Meyer in reaching the snow-clad summit of Africa's loftiest peak, Kilima-Kjaro. It is just forty years since the intrepid missionary, Rebmann, made the first attempt, and now, at an elevation of 19,686 feet the fortunate German climber has planted the flag of his empire on the highest point of the Dark continent. Six previous attempts that have been made are scattered over a period of twenty-two years. The various narratives given of these and the several that preceded them teach a lesson of perseverance to the toiler in whatsoever department of labor he may be engaged, and more than all to the many who seek that steep and rugged ascent of the Hill of Science, for which no triumph of engineering has provided, or ever can, any royal road. What is needed, there, as elsewhere, is the spirit of Livingstone, and Stanley, and DeLong, and Rebmann, with the motto, "Onward and Upward," ever before them.

#### TO ESCAPE THE EPIDEMIC

and the severe weather likely to be upon us in a few days, no better opportunity presents itself than the First Tour of the Personally-conducted Series, inaugurated by the Pennsylvania Railroad to Florida. The superbly-appointed vestibuled train will leave Foot of Cortlandt and Desbrosses Sts., Tuesday, January 14th, at 9:30 a.m. The rate, including Pullman accommodations, and meals enroute, in both directions, is \$30.00. Tickets will also allow a stop-over privilege in Florida of two weeks. Itineraries, containing full details, have been prepared and can be procured at any of the Pennsylvania Railroad Ticket Offices.

WANTED.—Three or four capable Normal or College Graduates at once, for grammar positions paying \$450 to \$550 per year. Teachers who can teach Frang's System of Drawing and Holt's Music Method are preferred. Write at once with full particulars to H. S. KELLOGG, 25 Clinton Place, New York.

Hood's Sarsaparilla is peculiar. It has no equal as a blood purifier and strengthening medicine.

## BOOK DEPARTMENT.

### NEW BOOKS.

A SUMMER IN A CANON. By Kate Douglas Wiggin. Boston and New York: Houghton, Mifflin & Co. \$1.50.

It is clear, breezy, and bracing, as the title suggests. The story is attractively told, and the moral excellent. There are few but have some taste for an out-door life; this is especially true of those who live in cities and towns. This describes a real trip in California taken in the summer time. As all know there is no fear of rain there and to bivouac out of doors is most delightful. Thousands in California do this as their recreation. Numerous parties are to be met with in the mountains; usually they have a horse and wagon, and having examined one part of the country to their satisfaction they pass on to another. This volume describes less the scenery than the doings and sayings in the camp. In fact the camp life seems to be a sort of background on which the incidents are painted.

THE CONVERSATION METHOD. For Speaking, Reading, and Writing German. By Edmond Gastineau, A. M. New York and Chicago: Ivion, Blakeman & Co.

This work is intended not only for self-study, but for use in schools, and has a system of pronunciation based on Websterian equivalents. The author's motive for the work is certainly, at the least, a plausible one; and experience, if not in the school, at all events in the home and in travel will convince any one that he is not arguing from false or imperfect premises. The volume is well worth an inspection, and we predict, will meet with favor from many, if not the bulk of our instructors. It is a fact that there are many books on learning the German language, and yet we should have hard work to find one who has learned the language from a book. This is usually accounted for by saying that a teacher is necessary. There are numerous instances of men who have learned to speak a language by themselves: Kossuth, for example, learned English in his prison and came here and addressed immense audiences, magnetizing them. The author believes that the German language can be learned from a book. He has written this to demonstrate his belief. He believes that if the way of nature is followed, success follows. We have examined the book with much satisfaction. It is ably constructed; the author evidently knows what he is about. He throws overboard at the outset the tough old German type which has frightened away pupils innumerable. The old type ought not to be seen until the pupil is thoroughly familiar with the words. The whole volume has the look of one made by a successful teacher.

THE INDUSTRIAL PROGRESS OF THE NATION. By Edward Atkinson, LL.D. New York and London: G. P. Putnam's Sons. \$1.50.

This large volume is a reprint of two valuable series of articles that appeared in *The Century* and *Forum*. Mr. Atkinson is a remarkable thinker and has profound convictions; among them is the underlying theological idea that character is the aim of all the struggles going on in this world. The development theory talks of development without apparently seeing that there must be an end for which development was instituted. The struggle for material existence is for something more than "the survival of the fittest." It has a moral significance; it aims at a development of the moral and spiritual character of man. It is apparent then, that an omission of mind and character from the discussion of the means of bettering mankind, will be an omission of paramount factors. Material welfare can be gained only by a right appropriation of the means to elevate mankind. Our forefathers then built rightly when they ordained public schools. Public education is one of the great factors in material progress, though it is usually omitted. In arguing for or against tariffs, for or against capital or labor, it is usually forgotten that man's moral character is the end, and that is to be aimed at by man in his arrangement of the forces of government. We are glad to find this educational view taken by one we respect so highly. The idea is sure to dawn upon man that as his moral nature is improved, the questions over which so much time and labor are expended will all be settled; so that industrial progress has for its basis moral progress. Moral progress we employ broadly; we mean the general elevation of man, and the powerful factor is to be education. So that this volume we regard as an argument in favor of better education. The subjects discussed in this volume concern food, wages, taxation, labor, social ills, progress of nations—all of them of real interest to the thinking man. They are statements of sociological problems, and generally the solution is given. We are not so certain of special solutions, but the general solution is clear—to benefit man lift him out of the stage of darkness he is in.

LIGHT GYMNASTICS. By William G. Anderson, M.D., F. S.S. New York: Maynard & Co. \$1.50 to Teachers.

Prof. Anderson, from his position as president of the Brooklyn normal school for physical education, besides holding several similar posts as physician and director, can claim to speak *ex cathedra* on this subject at least. What he says he has said well and understandingly, and the complete diagrams and illustrations add greatly to the value of the book, for which we bespeak a wide circulation. Military training is first discussed, marching, wheelings, etc.; then the use of dumb-bells, wands, clubs, poles, etc. A very interesting chapter discusses muscular development; the causes of curvature of the spine, uneven shoulders, etc. are given. Light and free gymnastics are well explained and illustrated. Posturing is a very interesting field and will be new to many teachers. We want to repeat here what we have often referred to in the JOURNAL that "the body of the child comes to school, and the teacher must attend to its education."

READY FOR BUSINESS; or Choosing an Occupation. By Geo. I. Manson. New York: Fowler & Wells. 75 cents.

This is one of a series of practical papers for boys, and will be found in many ways helpful to all who do not fancy that they "know it already." At some time in nearly every boy's life he will have to answer the question: "What work shall I do? What occupation shall I follow?" In this work the author attempts to present what might be called an inside view of the various trades, businesses, and professions, considers the opportunities afforded by each, shows what is to be done in order to acquire a knowledge of them, how much education is

necessary, and how it can be obtained, the opportunities for employment and the chances for success. The following are some of the important subjects considered: The Electrical Engineer, the Architect, Commercial Traveler, Banker and Broker, House Builder, Boat Builder, a Sea Captain, Practical Chemist, Journalist, Druggist, Medicine, Law, and Divinity. The author shows what is to be done to enter upon any one pursuit. It is on an important subject and will interest a large class of readers.

AMERICAN LITERATURE. By Albert H. Symth, A. B., Johns Hopkins University. Philadelphia: Eldredge & Co. 60 cents.

Of making many books of this character there is, indeed, no end; but we cannot apply the balance of the text to Mr. Symth's contribution to this branch of our literature. A study of it will not be found, as in too many cases, "a weariness of the flesh." It is quite comprehensive in its scope, yet sufficiently concise to be completed in one term.

A RAMBLER'S LEASE. By Bradford Torrey. Boston and New York: Houghton, Mifflin & Co. \$1.25.

Few more fitting companions to the inimitable "Reveries of a Bachelor" could be selected than that here given by one who combines in himself largely the spirits of Wordsworth and Isaac Walton.

RASSELAS. By Samuel Johnson, LL.D. New American Edition. Chicago: A. C. McClurg & Co. \$1.00.

The burly Litchfield philosopher comes before us in a new and attractive shape from the great and growing West, and the never-dying Prince of Abyssinia blooms out in perennial wisdom from these pages. The prefatory note, abridged from Boswell, tells the story of its origin, but the work must be read and re-read, as it is destined to be appreciated. This Chicago edition is in good and readable shape. *Rasselas* has been almost a world-famous tale ever since 1759. Its popularity was instantaneous, and has been continuous ever since. For a model of grave and majestic language, *Rasselas* will claim perhaps the first place in English composition. Every generation admires it.

### REPORTS.

FIFTY-EIGHTH ANNUAL REPORT OF THE COMMISSIONER OF INDIAN AFFAIRS TO THE SECRETARY OF THE INTERIOR, 1899. T. J. Morgan, commissioner.

Commissioner Morgan thinks that the reservation system must soon cease to exist, and the Indians be absorbed in our national life; also that their relations to the government must rest solely on the full recognition of their individuality, and that they must conform to "the white man's ways"—peaceably if they will, forcibly if they must. The great duty of the hour is to prepare the rising generation of Indians for the new order of things. The tribal relations should be broken up. The commissioner has sought to obtain the best available talent in the school service. In boarding schools off from reservations, children from different tribes are brought together under influences where all tribal differences disappear. There is no more reason, the commissioner thinks, of compelling self-reliant Indian boys to return against their will to an Indian reservation, than of forcibly sending white boys and girls thither.

### ANNOUNCEMENTS.

HOUGHTON, MIFFLIN & Co. have just issued a book entitled, "The Bible and Modern Discoveries," by Rev. Henry A. Harper, a member of the executive committee of the Palestine exploration fund.

D. C. HEATH & Co. publish Freytag's "Aus dem Staat Friedrichs des Grossen," with notes explanatory and critical by Herman Hager.

D. APPLETON announce among their new books: "An Epitome of Herbert Spencer's Synthetic Philosophy," by F. Howard Collins; "A Naturalist's Voyage around the World," by Charles Darwin; "The Physiology of Bodily Exercise," by Fernand Lagrange; "The Town Dweller," by J. Milner Fothergill.

THE SCRIBNERS have prepared a third edition of Frank R. Stockton's delightful record of old world travel, "Personally Conducted."

SCRIBNER & WELFORD have brought out three more of the popular Henty books.

D. LOTHROP Co. have in press a book by Rev. A. E. Winship, entitled, "The Shop."

### CATALOGUES AND PAMPHLETS RECEIVED.

Educational Leaflet No. 47 of the College for the Training of Teachers, New York City: "Sloyd Students at Naas." This pamphlet describes one very notable phase of the manual training work, and gives descriptions of some of the most successful of Danish schools.

A National University—A Study. By William A. Mowry. The author sets forth what seem to him the necessities for such a university, shows how its fund should be established, defines its scope, outlines a course of study, and treats of membership and fellowship.

Mensuration. New process ensuring correct results, adapted to surveying, navigation, and astronomy. By Lawrence Shuter Benson, 25 Bond street, New York. Teachers will find in this little pamphlet an interesting mathematical study.

Highway Improvement. An address by Col. Albert A. Pope, of Boston, before the Carriage Builders' National Association at Syracuse, N. Y., October 17, 1899.

### MAGAZINES.

The Ladies' Home Journal is bound to become more popular than ever in 1899, with Rev. T. DeWitt Talmage as editor of the new department, "Under my Study Lamp." Edward W. Bok becomes editor-in-chief. Among the contributors to the January number are Mrs. A. D. Whitney, Maud Howe, Katherine B. Foot, Mrs. Gen. Custer, Margaret Sangster, and Eben E. Rexford. "The Public Schools as Affecting Crime and Vice" is an interesting subject which is well treated by Benjamin Reece in the January *Popular Science Monthly*. Prof. A. S. Packard tells of the effect of care life upon animals, and Mr. Atkinson writes of "The Rare forms of Orchids." "Letters on the Land Question" give some aspects of the subject that is now agitating the leading minds of the world.

All students of the Froebel system will be pleased to learn that the *Kindergarten*, of Chicago, has begun the publication of a series of articles translated by Miss Lucy Wheelock, of Boston, from the German of the baroness von Marenholtz-Buolow on that subject. The first one is in the January number.

The "Lincoln History" in the January *Century* is an intensely interesting installment, including as it does an account of the assassination, the pursuit of Booth, with a portrait of Andrew Johnson, diagrams, and sketches.



## THE ISLAND OF MADEIRA.

Madeira consists of a mass of volcanic rock whose highest peak is 6,000 feet above the sea. From the central mass, steep ridges extend to the coast where they form precipices from 1,000 to 2,000 feet high. Funchal, the principal town, stretches for nearly a mile along the shore, with several lanes extending up the steep slope of the hill behind. The wealthy live in large, handsome buildings, but the houses of the poorer classes are mere huts, seldom exceeding one story in height. Sleighs drawn by oxen are the common vehicles of the place, wheeled carriages being unknown, while traveling is performed in Sedan chairs or hammocks. Madeira is famous for its wines, its picturesque scenery, and as a resort for those who wish to escape the severe English winters.

## THE NEW REPUBLIC.

With the exception of the United States there is probably not a more interesting country on the Western hemisphere than Brazil. It is 2,500 miles broad and 2,000 long, and has an unsurpassed stretch of seacoast. Its resources are fabulous. Coffee, sugar, tea, rice, tobacco, and cotton can be produced in enormous quantities. Salt, gold, diamonds, iron, precious drugs, rubber, valuable dyes, and numbers of less important articles, are abundant. Telegraph and railway interests are but scantily developed, and, owing to the humidity of the climate and the grossness of vegetation, good wagon roads are rare. It has less than 15,000,000 population, or about five to the square mile, consisting of Spanish, Portuguese, Germans, Negroes, and Indians. The schools are few, and a great part of the people are densely ignorant. Whether they are sufficiently intelligent to maintain a republic, time alone must determine. A few generations in the future, when our own country has about four hundred million inhabitants, Brazil will be one of the lands which our restless surplus will seek. Indeed, it will not be a generation until thousands of our people will be seeking fortune in the one great land where the winds always blow from the Atlantic, and where the majestic Amazon almost monopolizes inland navigation. In truth, Brazil can scarcely hope for a real, first-class republic, until she has attracted a heavy sprinkling of United States Americans—with Australian ballot-boxes in their carpet-bags.

## ABOUT FLOWERS AND TREES.

Under the direction of the park department, numerous bulbs were set out in the public squares of New York during the fall. The bulbs are those beautiful Holland tulips that are meant to make gay the parks and public squares next spring. If all goes well you may look for blossoms late in April or early in May, and they will make the bravest showing that ever tulips made in New York.

The warm weather caused some almost unheard of freaks of vegetation. One Buffalo lady on Christmas day plucked a full blossomed pansy from the flower-bed in her front yard. In other places crocuses were in bloom. Farmers reported that conditions existed more resembling a cold, wet, backward spring than winter and they feared that should winter set in and continue with severity during the usual period the effect would be bad on next summer's crops.

A fossil forest has been found near Franent, in Scotland. Forty or fifty fossil tree-trunks have been already laid bare and the full dimensions of the forest are as yet unknown. One of the trunks is about three feet in diameter and they are for the most part of freestone.

A plant has been discovered in the forests of India that has magnetic power. The hand which breaks a leaf from it immediately receives a shock equal to that which is produced by the conductor of an induction coil. At a distance of twenty feet a magnetic needle is affected by it, and it will be quite deranged if brought near. The energy of this singular influence varies with the hours of the day. All-powerful about 2 o'clock in the afternoon, it is absolutely annulled during the night. At times of storm its intensity augments to striking proportions. Birds and insects never alight on this plant; an instinct seems to warn them that they would find their sudden death.

# Vacancies for 1890.

A GREAT many teachers who are now filling valuable places will wish to change their places during the present year. Some will want to go where there is a chance to do more supervision and less teaching; others who have been assistants wish the principalship of a school. Still others will want to go near, or in the large cities on account of the educational advantages. (A number of our members are taking the Pedagogical Course at the University of New York, in this city.) A large class of teachers wish to be where they can do more good; and a still larger class wish to go where they can get more salary, irrespective of place. Now, if you are looking for another place, and you are *worthy* of a better one, write to us all about it, and we will tell you just what the chances are.

We are constantly getting calls for capable men and women. We do not advertise these places as vacant, for we are not interested in sending a lot of candidates, applying for a place, where there is no chance of success. A Normal School Position is vacant at \$1,200; a Principal is wanted for a city school, salary, \$1,800. Several first-class men have applied, but the School Board of each place is looking for *the right man*.

## VACANCIES NOW OPEN.

School boards have already begun to apply for teachers for the year commencing September, 1890. The applications come in all sorts of forms.

WANTED.—A College man for department work in Southern Normal. Latin, Greek, Mathematics. Salary, \$1,000.

WANTED.—Three Normal Graduates, (Ladies,) for grammar-grade work. Must be successful in discipline, and able to teach (Prang's) Drawing and (Holt's) Music. Salary, \$500.

WANTED.—First-class Primary and Kindergartener. Salary, \$500.

These are samples, and our way of placing teachers; by knowing them thoroughly and fitting the teacher to the place is winning the confidence of School Boards with whom we are coming in contact.

Registration to February, 1891, is \$2.00. If you think of registering, write in full to the Manager for particulars. Tell about yourself and your work. We want teachers who are well prepared to teach Manual Training, Chemistry, Mathematics (objectively), Drawing, Music, Art and Languages. Send stamp for application blank to

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## SCHOOL MANAGEMENT.

A Practical Guide for the Teacher in the School-Room.

By AMOS M. KELLOGG, A.M., Editor of the SCHOOL JOURNAL and TEACHERS' INSTITUTE; formerly Supt. of the Experimental Department of the State Normal School, at Albany, N. Y. With an Introduction by Thomas Hunter, Ph.D., President of the New York Normal College. Cloth, 128 pp. Price 65 cents, postpaid.

This book takes up the most difficult of all school work, viz.: the GOVERNMENT of a school, and is filled with original and practical ideas on the subject. It is invaluable to the teacher who desires to make his school "well-governed." It suggests methods of awakening an interest, keeping up an interest, of inducing regular attendance and courteous behavior. It suggests to the teacher the means of making his school attractive; in fact, it cannot but aid the teacher very greatly to *manage his school and yet not seem to manage it*.

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OSCAR H. COOPER, State Superintendent Public Instruction, Austin, Texas, says, Dec. 3, 1888: "It is not my practice to commend books, but if by commending I could aid by putting 'Town and Country School Buildings' into the hands of every superintendent and school board in this state, I could hardly find terms of praise too high for its usefulness and beauty."

Circular with full description and contents mailed on application to

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## THE PUBLISHERS' DESK.

All teachers know how necessary it is to have the right kind of stationery, and those who furnish it may be counted as benefactors. The Acme Tablets have been found convenient in many ways, and all who need such supplies are asked to give them a trial. They are made and copyrighted by the Acme Stationery and Paper Co., 59 Duane street, New York.

A new text-book on the study of language study, if it is fitted to the mind of the child, and is in accordance with the best methods, is always eagerly sought for. A. Lovell & Co., 3 East 14th street, New York, have just published one which rejects the old-fashioned barren mechanical methods on the one hand; and equally the new milk-and-water nursery methods on the other hand, where everything except the essentials of real language study is talked about and nothing of abiding value is systematically taught. Avoiding both these extremes, this book moves forward by slow gradations to secure a clear understanding of the exact sense of the English sentence, a clear conception of what constitutes correct English construction, and the power to express oneself readily and in correct English.

Teeth well kept and well cared for, lend a charm to the plainest face. Teachers will do well at this time of year to see that their teeth are in good order. Later in the year the press of work in preparing pupils for examinations and closing exercises will leave little or no time. A call at the parlors of Dr. W. J. Stewart in West 23d. street near 9th avenue, will enable you to find out just what is necessary for your teeth and when it can be done. It may be well to note that Dr. Stewart has a prominent place in his profession. He is careful to save teeth, and gentle in his treatment. He refers to the Editor of THE NEW YORK SCHOOL JOURNAL.

The man who makes two blades of grass grow where but one grew before is no more a benefactor of his race than he who invents a contrivance to save valuable time. Among the best of such contrivances may be classed the Edison mimeograph, by the use of which 3,000 copies are made from one original writing, drawing, music, etc. Of type-writer letters 1500 copies can be taken from one original. Recommended by over 30,000 users. Send for circulars and samples of work to A. B. Dick Company, 152 and 154 Lake street, Chicago, or 32 Liberty street, New York.

It is unnecessary to say anything in praise of the New England Conservatory, as it is well and favorably known throughout the length and breadth of the land. Thorough instruction under able masters is given in music, fine arts, elocution, literature, languages, physical culture, and tuning. For illustrated calendar giving full information, address E. Tourje, director, Franklin square, Boston.

"More light! more light!" once exclaimed a noted man. Those who agree with him that there is a necessity for more and better illumination, should remember that Bunsen's burners are manufactured by Eimer & Amend, 205, 207, 209, and 211 Third avenue, New York; also combustion furnaces. They are importers and manufacturers of chemical apparatus, and chemically pure chemicals. Chemists, colleges, schools, and laboratories, are supplied with the best goods at the lowest prices.

How true are the words of the old song, "There's music in the air!" Especially is this the case when one has the fine books of Oliver Ditson Company, Boston, to sing from. Among these are Choice Sacred Solos, Song Classics, Classic Baritone and Bass Songs, Classic Tenor Songs, Classic Vocal Duets, Everest's Album of Songs, Maud V. White's Album, Sullivan's Vocal Album, Popular Song Collection, and Rhymes and Tunes. The instrumental books include Piano Classics, Classical Pianist, Popular Piano Collec-

tion, Popular Dance Music Collection, and Young People's Classics.

Comfort and convenience are matters that should be well looked to in the school-room, as on them a great part of the progress of the pupils depends. Those who desire to fit up kindergartens and schools in an attractive way, should call on or address J. W. Schermerhorn & Co., 8 East 14th. street, New York.

Those enterprising publishers Leach, Shewell & Sanborn, 34 Harrison avenue Extension, Boston, 16 Astor Place, New York, and 106 Wabash avenue, Chicago, have just prepared some new text books that will be gladly welcomed by live teachers who wish to keep up with the times. They are Daniell's Latin Prose Composition, Part II., based on four orations of Cicero; Miss Cleveland's Second Term in Reading; Psychology, for schools, academies, and colleges, by G. M. Steele, D.D., principal of Wilbraham Academy.

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We may mention among the books that help to make study a delight the Interlinear classics, published by Charles DeSilver & Sons, No. (G) 1103 Walnut street, Philadelphia. This series includes Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis. Clark's Practical and Progressive Latin Grammar is adapted to the Interlinear Series of Classics, and to all other systems. The firm have also on their list, Sargent's Standard Speakers, Frost's American Speaker, Pinckney's School Histories, Lord's School Histories, Manesca's French Series, etc.

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Pub. S. Prin.	Ills.	1,000.	Jan.
H. S. "	Neb.	800.	Soon
Town "	Penn.	50.	Now
Pub. S. "	Neb.	500.	"
H. S. "	Ohio	75.	Spring
H. S. Asst.	Mich.	600.	Jan.
"	Wis.	500.	"
"	Kans.	75.	Feb.
"	Iowa.	450.	Jan.
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Gram. Grads.	Wis. (2).	35-40.	"
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Lady Asst.	Ky.	600.	Jan.
Acad.—Coll.	Ky.	2,500 (7).	Jan. or Feb.
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Lady Asst.	Ky.	35 & Home.	Feb.
Training Teacher.	Minn.	"	Jan.
Asst. Supt.	New England States.	800.	Soon
Shorthand.	Ky.	40.	"
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" Acad.	Ills.	Small.	Soon
Partner—Coll.	Kans.	"	Soon
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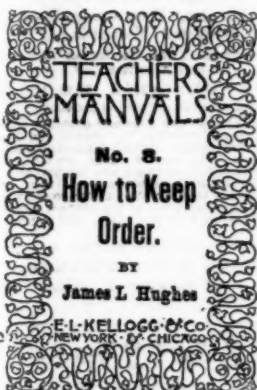
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[The questions this week relate to History.]

Which is the most deadly epidemic ever known? The black death, which desolated the world in the fourteenth century. Boils appeared on the arms and face, and in many cases black spots covered the whole body. The lungs also became inflamed, and death usually resulted within three or four days after the first attack. China suffered terribly from it from 1333 to 1343. In 1340 the disease appeared in Italy, and spread throughout Europe, causing thousands of deaths each year. The superstitious people thought the plague was due to the Jews poisoning the wells, and began a violent persecution of that race.

What Indian chief was made an English peer? Manteo, after receiving Christian baptism, was "by the commandment of Sir Walter Raleigh," invested with the rank of baron, and the title, Lord of Roanoke, in August, 1587.

What is the origin of the term "Brother Jonathan"? When Washington, during the Revolutionary war, went to Massachusetts to organize the army, he found a great want of ammunition and other supplies. He said: "We must consult Brother Jonathan on the subject," meaning Jonathan Trumbull, the elder, who was then governor of Connecticut. Trumbull succeeded in supplying the wants of the army. When difficulties afterwards arose, it became a by-word, "We must consult Brother Jonathan." The origin being lost sight of, "Brother Jonathan" came to be regarded as a national sobriquet.

What vice-president did not serve? William Rufus King, of Alabama, was elected in 1852, but owing to poor health went to Cuba to spend the winter of 1852-53. The oath of office was administered to him there, by the American consul, but he died April 18, 1853.

What about the "Order of the Garter"? This is one of the famous military orders of Europe, and was instituted by King Edward III. It is said to have been devised to attract to the king's party such soldiers of fortune as might be likely to aid in asserting the claim which he was then making to the crown of France, and to have been intended as an imitation of King Arthur's Round Table.

What did the North American Indians use for money? Strings of shells and shell-beads called wampum. One kind, the white, was made from conch or periwinkle; and the other, the purple, from the hard-shell clam.

Who was the first martyr to American liberty? Thomas Hansford, one who took part in Bacon's rebellion, is generally given this honor. After the failure of the rebellion he was hanged as a spy by Berkeley, the royal governor.

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What explorer drove a herd of hogs before him for food? Ferdinand De Soto. He thought that these, together with their natural increase, would form a considerable supply of food for the conquering army.

When, where, and by whom was the first gun of the late Civil war fired? At 4:30 A. M., April 12, 1861, from Battery Stevens in Charleston harbor, upon Fort Sumter, by Edmund Ruffin, of Virginia. At seven o'clock Capt. Abner Doubleday, U. S. A., fired the first shot in defence of the Union.

When was the first bloodshed of the late Civil war? On April 19, 1861, two young men—Luther C. Ladd and A. O. Whitney—from Lowell, Mass., were killed by a mob while their regiment was passing through the streets of Baltimore, on their way to the defence of Washington.

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